



ADP
2313



C.R.

Register Forum

The Cambridge Rindge And Latin School

Paper Recycling Program Asks For Support

By Amy Johnson

That's right, C.R.L.S. has a white paper recycling program. It was implemented last year by Francesca Brotman-Orner '90 and Amy Johnson '91 with the help of many staff members.

The goal of the program is to have the whole school recycling its paper, other than throwing it away. By trashing it, paper ends up piling up in landfills or it may even be burned. This contributes to the greenhouse effect - the gradual warming of the earth.

In order to get the entire school recycling, each classroom must help out. It's very easy to participate. Just get your hands on a cardboard box and place it near your door. Post a sign on or over the box saying, "RECYCLED PAPER IN HERE," or something along those lines. The Copy Center often has extra boxes for the taking. (Ha, no more excuses!) Please note that we can't recycle colored paper, newspaper, glossy paper (e.g. magazines) or any paper with an adhesive on it (e.g. glue or tape). Staples and paper clips are okay. We can recycle the green bar computer paper.

The paper will be collected fairly often. Each collection date will be announced ahead of time over the loudspeaker and in the *Did You Know*. On collection days teachers will be asked to place the boxes outside of room doors so that the collectors can readily locate them.

Students and staff are to be thanked for their help in preventing waste and saving trees!



Amy Johnson



A Cambridge recycling truck advertises an important message at the new Danehy Park. All Cambridge residents, including C.R.L.S. students and staff, are urged to recycle. (Ben Schiaver photo)

Dr. Wasserman Has Assumed Principal's Job at Chelsea High

By Karen Rice

"Keep expanding, growing, developing" are words of wisdom told by Dr. Elsa Wasserman to students when she was Assistant Principal of the Cambridge Rindge and Latin School. She decided to follow her own best advice and accepted the job as Principal of Chelsea High School.

Dr. Wasserman had a deep concern for the welfare of the students. She was one of the originators of the Teacher Advisor Program, a program that helped incoming freshmen become acquainted with their new school. Unfortunately, TAP is no longer funded, but other schools still employ the curriculum.



McMahon, a counselor who worked with Elsa for many years. "She is very appreciative and responsive." She always put the students first. "The staff can wait, but students shouldn't have to wait," says Ms. McMahon of Dr. Wasserman.

This reporter contacted Dr. Wasserman at 4:30 P.M. on a Friday and found her still at work, something of a bad habit with her, something that no one can control. It's not unusual to find her at work after hours and on Saturdays.

"I really feel, still, part of the Cambridge Rindge and Latin family," says Wasserman. "I love everybody and I miss the long friendships." "Pay attention to friendship. It's really important!"

Students at C.R.L.S. will miss Dr. Wasserman, the way she cared for us and especially her friendship.

Students Rehearse *Museum*; Play Opens November 30th

By Kirsten Andelman

The C.R.L.S. Drama Department is getting ready to tackle its next exciting challenge. Drama Director Gerry Speca is once again getting ready to begin production of the fall play.

The cast, crew and, of course, the director will be busy at work from mid-October until opening night, Friday, November 30. Other performance dates include Saturday, December 1 and all three nights of the following weekend (December 6, 7, 8).

At press time approximately 35 members of the cast will already have been auditioned and chosen, but stage crew and technical help are always needed. Anyone interested should seek the director in A001.

The production is a short play by Tina Howe called *Museum*. The play apparently won numerous awards and received astounding reviews. It's described as a comedy with some rather touching moments. While the setting itself is rather self-explanatory, the play is about the one day in a section of a museum.

Now, to get more in depth about the plot would be giving too much away. So let the rest remain a mystery for now and give yourself the pleasure of going to see *Museum*.



The C.R.L.S. College Fair was a big success last week. (Ben Schiaver photo)

She started the Fairness Committee which gave way to the Mediation Program. This program helps students work out their problems in a constructive way. She was also active in the Student Government and supported students last year in the Coca-Cola boycott.

Dr. Wasserman met with the Parent Advisory Committee, helped with scholarship aid, contributed to the *Did You Know*, was supportive of many groups at C.R.L.S. including the Black Student Union, S.A.V.E., Cambridge Youth for Peace and she was a welcomed soul at graduation.

Another of her many accomplishments was her work with the Stanley Kaplan S.A.T. course, a course which normally costs up to \$500. It was offered to C.R.L.S. students for free as a part of the curriculum thanks to Elsa.

"She's down to earth, very bright, and easy to get along with," says Ms. Kate

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What Does One Germany Mean?

SPORTS

One of the most important aspects involved in German Unification is its effect on the sports world. The combining of the abilities of the athletes from the two nations gives the new Germany the potential to emerge as a sports superpower.

Both countries have been very successful in international sporting events. West Germany has been strongest in producing excellent tennis and soccer stars while the East Germans have had outstanding track-and-field athletes and swimmers. Between the East and West teams, Germany raked in 142 medals combined in the 1988 summer Olympics in Seoul, South Korea. That is more than any single nation was able to win.

However, evidence shows that although unified Germany may do well initially, its success may not last. The world famous East German talent-scouting organizations that were so good at spotting young talent and coaching it to perfection has fallen with the communist regime. These scouting organizations relied on heavy government subsidies to provide state of the art training for their athletes. The costs of unification have made such government support an impossibility in the new Germany. This year when the combined German team is formed as many as 600 East German coaches will be out of their jobs. It is possible that the combining of the countries will disrupt the organizations so much that when the smoke clears Germany's sports will be in a state of confusion. On the other hand, if the process goes smoothly and the new Germany is able to continue producing great athletes, Germany could emerge as the sports superpower that some claim it will be. We will just have to wait and see what happens.

ECONOMICS

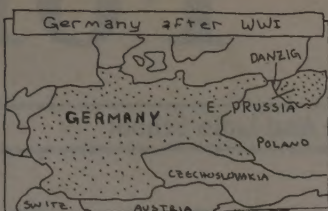
For East and West Germany to successfully become one, they are going to have to go through some hard times.

East Germany is very poor, and merging with the strong West German Deutsch Mark has hurt. The unemployment rate in East Germany has risen from less than 1% to more than 4% since October 3, 1990. To compete equally with the West, the former East Germany needs an estimated DM 500 billion (\$300 billion), and the first budget year of the new Germany will bring a deficit of almost \$100 billion. On top of that, East Germany has to pay about \$7.5 billion to help remove the Soviet Troops.

On the other hand, East Germany was the strongest economic nation in the Eastern Bloc, second only to the Soviet Union. In 1989, East and West Germany had a combined export value totalling \$370 billion, putting the new Germany in the top exporting country position held previously by West Germany.

For investors and companies, East Germany is virgin territory. In the auto industry, Volkswagen, BMW, Adam Opel, and the West German subdivision of General Motors have all set up camp in the new land.

While East Germany no longer exists, its economic problems will still remain.



UNIFICATION EUPHORIA

Some people have decided to profit from the unification. Here are some examples of things happening:

- * Pieces of the Berlin Wall are now on sale everywhere, for everyone, at a price.
- * Former President Ronald Reagan took a few whacks at the Wall on September 12, 1990, but didn't take any pieces, because he already had a 6000 pound piece in his Presidential Library in California.
- * Not only do entrepreneurs sell bits of the wall, but they will also rent you hammers and chisels for do-it-yourselfers.
- * In July, former Pink Floyd member Roger Waters, played its Rock Opera, "The Wall", at the site of the Berlin Wall.
- * E. German and Soviet soldiers began selling caps, coats, medals, and even guns for the tempting hard cash of the DM (Deutsch Mark).
- * Three major tobacco companies invaded East Germany as soon as the Wall fell. Marlboro cowgirls, handing out freebies, swamped East Germans.
- * Finally, the East wouldn't be anything without the King. On September 6, 1990, Elvis Presley memorabilia, gold records, costumes, and a cadillac went on display.

FOREIGN OPINION

Although many people were rooting for the unification of the two Germany's, there are those who thought it was not such a good idea. Here are a few general feelings coming out of Europe:

- * In Austria, they are afraid that history will repeat itself. In 1938, Germany annexed Austria. Austria is very intimidated, and doesn't want to become part of Germany again.
- * In Britain, many are nervous that with the unification of the European monetary system, Bonn will become too much of an economic superpower.
- * The Polish government is satisfied with the German pledge to keep to itself, but border towns are afraid Germany will want to reclaim pre-war territory.
- * Hungary, Czechoslovakia, and Yugoslavia are all feeling sorry about the loss of the East German market. It was the main place they could sell their cheap, lesser quality goods.
- * And in France, they are very bitter and worried about their image. They are thinking that Germany will become the European superpower, and France will be forgotten. Plus, every 30-40 years, Germany gets hungry for French food and invades France...
- * Not only in France, but the rest of the world has a deep-rooted distrust for the Germans. Even the Soviet Union, hardest hit by the Nazi's, is going through unification very pleasantly and business-like.

MILITARY

Germany will be a member of NATO, but still operate under strict restriction, placed upon than this past September, by the Allies (Britain, France, United States, and Soviet Union) in WWII. Some restriction are:

- * Germany's armed forces ("ground, air, and naval") must be reduced to 370,000 men within 3 to 4 years.
 - * Germany cannot have nuclear, chemical, or biological weapons, "only peace will emanate from German soil."
 - * Germany's definitive borders will include only what consists of East and West Germany, for the past 40 years.
 - * All Soviet troops will be out of East Germany by 1994, at a cost of about \$7.5 billion.
 - * After 1994 German troops can be deployed in East Germany without nuclear weapon carriers.
 - * Non-German NATO troops cannot be "Stationed or deployed" in East Germany, prohibiting even temporary maneuvers.
- These are just a few of the limiting military conditions that apply. Hopefully these rules will settle the nerves of many of Germany's uneasy neighbors.

MECHANICS OF UNIFICATION

Unifying East and West Germany is one of the most complex mergers ever. On October 3, 1990, the 41-year-old East Germany was, essentially, taken over by its powerful neighbor, West Germany. The East German Parliament, Volkskammer, decided to abolish the 14 provinces, and replace them with 5 states, complying with West Germany's federal structure. Later, they requested accession to the FRG (Federal Republic of Germany, or, West Germany), a process in the West German constitution allowing for unification. The FRG will increase its territory about 50%, from 96,026 to 137, 851 square miles, and its population almost 14, from 61 million to 78 million.

Until an all-German election, Kohl (the West German Chancellor) will automatically become the first leader of the One-Germany. And the 519 West German deputies will have to make room at the table for their 144 East German colleagues who will join them in Parliament, aka The Bundestage. Once again, Berlin will be the capitol of Germany, but Bonn will remain the seat of the Federal government.

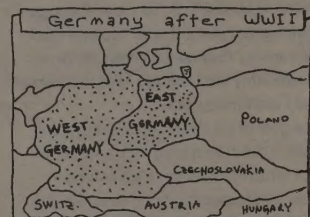
Germany will be a member of NATO[see the Military section on this page], but East Germany will remain off limits until 1994 when all the Soviet troops will be gone.

The laws of West Germany will prevail, except in certain circumstances. For example, Abortion in East, you will be available upon request during the first 12 weeks of pregnancy, while in the West, a woman needs permission of two doctors. Also, Autobahn lovers will have to cool down a bit, there are strict speed laws in the East. Any drivers with any hint of alcohol in the East can be arrested, while in the West you need to have at least 0.8% Blood Alcohol Level.

There will be one Germany, but like everywhere, the east will differ from the west.

SOCIAL

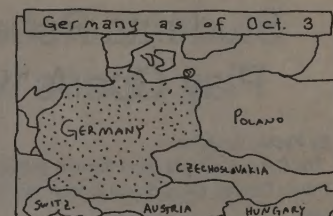
The reunification of Germany will not only be tough economically and politically, but socially as well. The "Easties" have quite a prejudice against the "Wessies", and vice versa. To many East Germans, they think people from the West are loud, arrogant, material, while the West looks at the East as unsophisticated and lazy. These are just prejudices and should not be taken to be true.



The two Germanys are jumping at the chance to be one, but are hesitant when it comes to social oneness. It will be hard to try and teach 16 million East Germans to be able to take control of their destinies, and lead productive lives.

Plus, the West is enjoying a clean, economically strong environment, while the East is one of the dirtiest nations in the industrialized world.

It will be strange for a while over there, but I'm sure the two can get a long once again.



Page written
by Ben Schlaver
& Liam Toohey

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City's Danehy Park's 50 acres Opens On Old Dump Site

Ben Schlaver
Co-editor

On the 16th of September, celebrations commenced for the brand new, 50 acre Mayor Thomas W. Danehy Park. It is located behind the Fresh Pond Mall, bordered by New, Sherman, and Field streets. This 10 year project increases the city's open space by 20%. There are three soccer fields, one football field, and five softball/baseball diamonds. In time, three tennis courts, three basketball courts, and a 400 meter track will be installed. Also, there are 1500 trees planted and on their way up.

The opening celebration included the Cambridge Harmonica Orchestra, J.T.'s Mardi Gras Bano, the I-Tones, a balloon launch, tons of kids' activities, and most spectacular of all, sky divers.

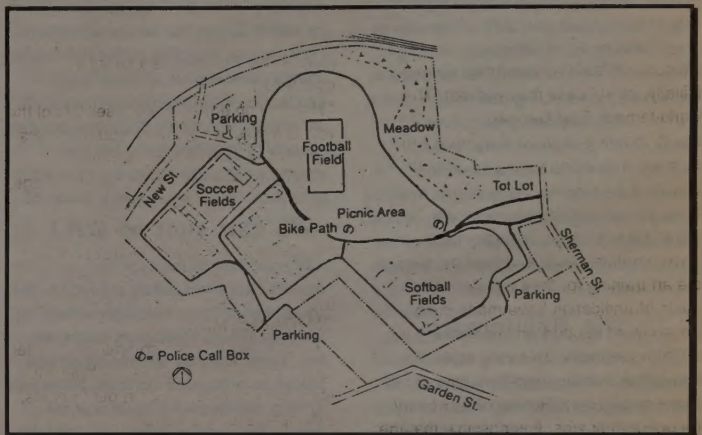
Suddenly, about noon, out of the sky four divers fell to earth. Dropping somewhere over the IHOP (International House of Pancakes), the divers landed perfectly in various spots around the park.

As a kid, 61 year old Former Mayor Thomas W. Danehy played in the city dump, now referred to as a land fill. The land fill is where all the dirt from the subway excavation ended up. Thus, Danehy Park was created. Now adults and children alike play in the same spot.

Danehy park is now an alternative to Fresh Pond for runners, joggers, and walkers now have some new scenery. Plus, sledding this winter should prove to be spectacular. And Thomas W. Danehy feels truly honored.



Danehy Park Dedication Day photos by Ben Schlaver



Leadership School Is On A New Path

By Ben Schlaver

The Leadership program at C.R.L.S. is a fascinating opportunity for Freshman to get a well-rounded education out of our high school. The main focus is to get students more interactive, thus lessening the terror of being in a new, big school, without any friends.

Leadership consists of a core program, that all Freshman must take. They have team teachers which meet during Period 7 and after school to discuss curriculum, individual students, and the general development of the classes.

Two new pilot courses seem to be proving effective. The Freshman must take a Research Technology course, making all the kids computer literate, and the Leadership version of Health Class.

The Health class is called Adolescent Development. This is a very important class, designed to help kids understand the physiological changes taking place in their bodies. It helps them understand their mind and body, and hopefully, relieves the confusion and frustration of being a student.

In this class, the kids will be taught how to do things on their own, how to make a quick healthy meal for themselves, or family (they will actually be cooking in class), and most importantly, consumer education. No longer will the students of the Leadership Program be ripped off, or forced to pay for something cheap, over priced, or they didn't buy.

"Is it working?" you ask. The students think so. They already feel better about themselves, and understand what's

going on. One parent said that her daughter came home and told her that she now understands how much of a pain she was being, and how she was sorry.

Yes, it works.

Yet another Leadership idea underway is called the "Algebra Project". With the help of volunteers from Harvard, staff, and even a former High School headmaster, any kid who takes Pre-Algebra or General Math will now be taught Algebra. Period.

The Leadership program seems to be off on a good start. There is a lot to offer these freshmen, and hopefully, they will take full advantage.

CRLS Grad At Bay Path College

(The following was sent to us by the Director of Public Information, Bay Path College, Longmeadow, MA)

Miss Mia E. Ferrara, a recent CRLS graduate, is enrolled in the Early Childhood Program leading to the associate in science degree at Bay Path College, Longmeadow, Massachusetts.

Upon completion of this degree, Miss Ferrara will be qualified to teach in a day care, nursery, preschool or private kindergarten or go on to major in psychology at the baccalaureate level. As part of her coursework, she will practice teach at the new Bay Path Preschool on campus and acquire the direct experience that is so valuable to a professional in this expanding field.

College Fair at CRLS

Photos By Ben Schlaver



First in a series on environmental issues

What About The Other 364 Days?

By Ethan Nasr

With our planet facing numerous emergencies simultaneously, earth needs to be remembered year round. In the immediate future we face such problems as ozone depletion, pollution, global warming, garbage overload and deforestation among other things. The masses are being awakened to these problems but more needs to be done. One of the biggest problems now facing the planet is now being addressed through recycling.

Recycling is much more than just the ecologically correct disposal of our waste. For example, the recycling of paper alone uses only 34% of the energy needed to make paper made from virgin pulp wood. 74% air and 35% less water is polluted from recycling paper. Why, just a ton of 100% recycled paper saves 17 trees, 7,000 gallons of water and electrical power to heat an average house for 6 months. Recycling in America has gained only little acceptance; 50% of all trash in America is paper. Most of the paper today is imported from the tropical rainforests in South America.

The Rainforests

The rainforests are facing rapid depletion in their size. Two-fifths of the world's original rainforests have been destroyed. Every minute we cut 100 acres of tropical rainforest. Every Sunday, more than 500,000 trees are used to produce 88% of newspapers that are never recycled. The rainforests are needed for their oxygen supply. Yet people continue to cut down the forests. Companies who employ people to cut down the forests and countries that allow the cutting are well aware of the disastrous ecological consequences of rainforest depletion. But they crave the revenues that the trees generate. For the most part, the rainforests are located in economically depressed countries that have become dependent upon the jobs that big business, such as the lumber industry, creates for their citizens. Not only do the rainforests provide oxygen, they are also home to half of earth's life forms... about 5-10 million species. Furthermore, the rainforests are the source of a fourth of all medical compounds sold on the market today.

Deforestation is also a generator of other problems plaguing our environment. Deforestation contributes to pollution of air and water. Acid rain is the result of burning fossil fuels. The paper industry is the single largest industrial user of fossil fuels. The acid rain produced destroys plants and kills fish.

Deforestation also leads to global warming. Burning of the rainforest accounts for 10% of the greenhouse effect. If the average temperature keeps rising the polar caps will soon begin to melt. The sea level will rise, flooding and even submerging parts of our planet.

Many species become extinct because of deforestation as well. About 100 plants and animals are exterminated every day.

Recycling becomes more pertinent every day and rightly so. It not only helps to save the planet but is economically beneficial as well. Recycling paper reduces our energy consumption of fossil fuels... If we recycle, we will not have to depend on expensive imported fuels.

Recycling benefits the economy by providing a new market. Five times as many jobs can be created in recycling than exist already in deforestation. Recycling also relieves the tax burden for disposing of waste. A tax burden of over six billion dollars can be saved annually. Furthermore, recycling paper reduces our energy consumption of fossil fuels needed to produce virgin pulp paper. If we recycle, we will not have to depend on expensive imported fuels. For our environment to get better we must start to reduce, reuse and recycle materials.

We can start at C.R.L.S.

We can start to clean up the environment immediately around us. We could start with our own high school. In the department of reducing waste, we can: install low-flow shower heads and faucet aerators, use compact florescent lighting (which uses only 25% of the energy that regular bulbs use) and take lunches to school in durable reusable containers. In the area of recycling we can have specified containers available for the recycling of cans, paper, and plastics. We can also reinstitute the washable cloth in restrooms (instead of wasting paper towels or using "energy draining" blow dryers). For a healthier environment we can ask that organic pesticides be sprayed on the grounds instead of the poison that is currently sprayed. Besides recycling paper we can use recycled paper. We can ask that a selection of books and periodicals be added to our library to keep us all more informed about the environment. Finally, we can reduce the mail sent home to parents. It is sent home in numerous languages, which produces a phenomenal amount of waste. We should find out what language the parents speak and send their mail accordingly.

Precycling

These are some of the things the school can do or you can pressure it to do, but an individual can also make a difference. Even when you shop you can make the world a better place. It is a new concept called "precycling" in which you reduce waste rely on. When you shop there are some important things to remember.

First, try to avoid buying items that are inherently disposable. Ask yourself if you can reuse a particular item in any way. Products that are not reusable or recyclable are hard to avoid since we live in such a disposable society. We're apt



Among the many materials which can be recycled is glass. (Ethan Nasr photo)

to purchase anything from disposable diapers to disposable cameras with hardly a second thought. Also avoid overpacked goods, where excessive materials are used just for show, such as individually wrapped items. You can avoid this waste by buying products in bulk. Furthermore, these items tend to be less expensive. Try to avoid plastics as well. It's strange how one of earth's most permanent substances is one so readily thrown away. Remember, it's your decision to buy, so patronize recycled products. The more demand there is for them, the more supply there will be, and less of the less-demanded, non-recyclable products.

America Is In Danger

The United States, not even taking into account the rest of the world, is in

environmental danger. America is the leading consumer of paper; it consumes twice that of any other country. The average American uses 600 pounds of paper a year. We waste more than paper; enough aluminum is thrown out so that every three months we could rebuild the entire U.S. commercial airline fleet with the aluminum we should have saved. While Denmark recycles 60% of its waste and Japan recycles over 50% of theirs, the U.S. recycles approximately only a fourth of its waste.

There is hope though. It is proven we can recycle more. In World War II, we recycled 43% of our paper. We are capable of doing it again. Keep faith. Margaret Mead once said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

Lesley College

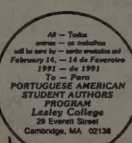
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Portuguese Heritage in American Society: A Biographical Focus

With the Collaboration of Gabinete de Imigração e Apoio às Comunidades Açorianas Governo Regional dos Açores



Contribuição Portuguesa na Sociedade Americana: Perspectiva Biográfica

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MAJOR GOALS

- To develop a Portuguese American Youth Literature in both English and Portuguese.
- To promote intercultural understanding.
- To recognize outstanding writing efforts of Portuguese background students and their teachers.

PARTICIPANTS

Students from a Portuguese background ages 10 to 18 attending school in the USA who will write a biography of a Portuguese-American who has made a significant contribution to our Multicultural American society.

PRIZES

The three best entries in each of the two languages (Portuguese or English) will receive the following prizes (US dollars):

- first \$1,000.00
- second \$ 500.00
- third \$ 200.00

* The winning authors will be announced in March 1991.

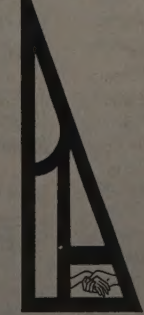
* The six winning biographies written in English and/or Portuguese will be published.

* All students and their teachers who participate will be recognized by receiving a Certificate.

* Participating teachers will receive a Teacher's Guide, which includes the rules of this program.

DATES

From September 1990 to February 14, 1991



For - Para more information - mais informação contact - contactar

Dr. Maria de Lourdes B. Serpa
Lesley College Graduate School
Education and Special Education Division
25 Everett Street
Cambridge, MA 02138-2790

OBJECTIVES

- Contribuir para o desenvolvimento duma literatura juvenil Luso-Americana escrita pelos próprios jovens em Inglês ou Português.
- Promover na juventude um melhor conhecimento de individualidades de origem Portuguesa que tenham dado uma significativa contribuição na área dos diversos ramos da nossa sociedade multicultural americana.
- Apoiar e reconhecer o trabalho académico dos jovens lusos-americanos e respectivos professores e professoras.

PARTICIPANTES

Jovens de origem Portuguesa dos 10 aos 18 anos de idade residentes nos Estados Unidos, que apresentarem um trabalho biográfico de acordo com os regulamentos estabelecidos.

PRÉMIOS

Serão atribuídos três prémios aos três trabalhos mais classificados:

- primeiro \$ 1,000.00
- segundo \$ 500.00
- terceiro \$ 200.00

* Os autores premiados serão anunciados em Março de 1991.

* Os seis trabalhos premiados serão publicados.

* Cada jovem participante neste concurso, assim como os seus professores receberão um certificado.

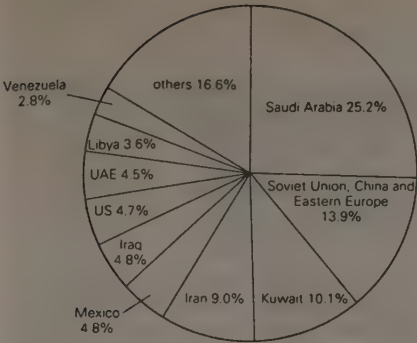
* As professoras e professores que desejarem participar, receberão também um Guia de Professores que inclui os regulamentos.

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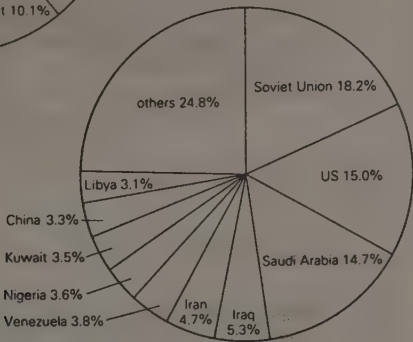
PAPER FOR RECYCLING HERE

Should There Be U.S. Involvement In Saudi Arabia?

...and the Cons



OIL World crude petroleum reserves.



OIL World crude petroleum production.

Statistics from Webster Family Encyclopedia, 1989.

The Pros...

By Caben Chester & Willis Koch

Should we or shouldn't we be in Saudi Arabia? This is a question that people all around the world are pondering. Unfortunately, you don't always get both sides of the issue.

Is it really worth sending thousands upon thousands of troops into the Middle East to keep oil prices from rising? Will the end justify the means? Many people don't believe it will. In their minds we shouldn't risk the lives of many innocent people for oil. After all, what action did the United States take when the Turks invaded Cyprus? None!

People argue that the money we could lose if oil prices were to skyrocket would be devastating to the economy, but do those same people believe that it is inexpensive to send hundreds of thousands of troops and billions of dollars worth in planes, other aircraft, ships and guns to the area? In the event that we did end up in a war with Iraq, how much additional money would it take?

When Iraq was at war with Iran, Hussein badly needed money and arms and who supplied them? The United States. So, theoretically, U.S. soldiers could die from our own weapons that were provided to the Iraqis - a fact that has many people furious with our government.

Another argument against the sending of Americans into Saudi Arabia is that many lives could be lost. Twenty-one deaths have occurred already from practice training flights during the two months we've been there. Also, having so many American soldiers in one place makes them an immense target for terrorist attack. Hostile action also endangers those one thousand Americans that are still being held captive in Kuwait and Iraq. What about the reported deaths of innocent Kuwaitis that are starving to death as a by-product of our embargo?

Many Arabs contend that Europeans drew up the current borders in the Middle East, that those borders don't mean as much to the countries in the Persian Gulf

as they do to the U.S. and the rest of the world, and that the U.S. is just using them as an excuse to get our military influence into the region.

After Iraq moved 30,000 troops to the borders of Kuwait, Saddam Hussein had a meeting with April Glaspie, American Ambassador to Baghdad. In this meeting he informed Glaspie that "he felt free to use force not only against Kuwait but against the United States if it intervened." Hussein also hinted that terrorism could be used. Ms. Glaspie responded by saying, "We have no opinion on the Arab-Arab conflicts, like your border disagreement with Kuwait." Wouldn't this appear to be the "green light" for Saddam Hussein to go ahead with whatever plans he had?

People have described Hussein in many ways: opportunistic, a dictator, a madman. Some have even called him intelligent, savvy and forceful. No one is quite sure how this man will react when backed into a corner. It is very possible that he could declare an all out Holy war on the U.S. The fact is that no one knows what Hussein will do next - no one including the United States leaders.

Do we really want to take the risk of going to war especially with the kind of arsenal (including chemical weapons) that this "madman" has at his disposal?



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868-5123

By Caben Chester

On the one side of the conflict in the Middle East there are several arguments in favor of U.S. involvement.

As an ally of Saudi Arabia, it was the duty of the United States to support them when they asked for American help. People sometimes forget that it was the United Nations as a whole that acted and not just the Americans. Military aid has been sent from many countries such as Japan, France, Canada, England, and several Arab countries. This identifies the problem as a world affair.

Saddam Hussein is a very powerful and dangerous man. He has gassed his own people, brutally and violently murdered children and made their parents watch. He viciously took over the relatively helpless country of Kuwait.

Hussein, however, is also an extremely intelligent man and there is fear that if he gets his hands on a nuclear weapon, he will play blackmail with the American people. The strong military and organization he possesses could make him another Hitler. By letting Hitler take country after country without others taking action, he gained the strength and power that was needed for World War II. By cornering Hussein now - before he takes over any other Middle East countries - we can put a stop to his spread before it continues.

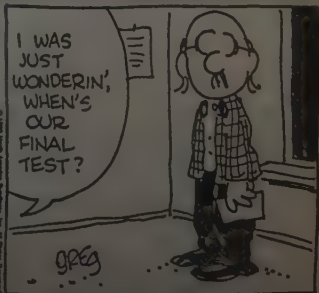
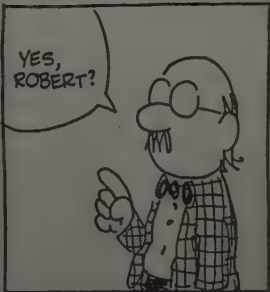
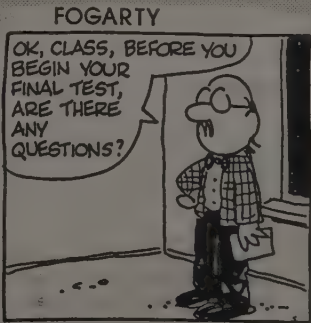
By jeopardizing the commodity of oil,

Hussein has committed an act of war. Our country gets 50% of its oil from abroad and is deeply dependent on the import of oil from the Middle East. We would probably fall into an oil crisis and everything that uses or has to do with oil will cost more than the average American can handle.

In the accompanying graphs, the first indicates how much of the world's oil is produced by a certain country. The second reveals not the oil that is being produced but the reserves of crude in that country. Note the overwhelming presence of Middle Eastern countries in both groups.

Many liberals say that our involvement in the region is directly in relation to the Vietnam War. The U.S. involvement is actually surrounded by many different circumstances. In Vietnam, a war was being fought between two separate countries and we acted out our "policeman" role by intruding on an affair which had nothing to do with us. In the current situation, however, America is acting with many other nations to try to control the ruthless power of Hussein. In addition, Middle Eastern oil directly affects us and to insure a stable economy and a manageable society, we need to keep the pressure on Saddam Hussein.

The threat of nuclear war has moved from the super powers to the leaders of third world countries.



BY GREG EVANS

COMMENTS

The Register Forum is published by the students of the Cambridge Rindge & Latin School,
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On Being A Fan At CRLS

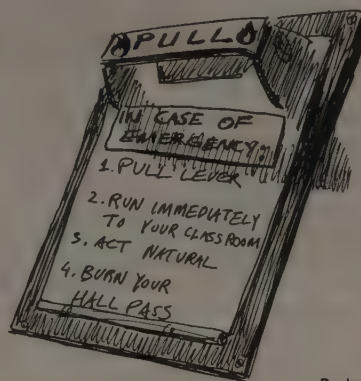
Here at Cambridge Rindge & Latin we are lucky to have a vigorous and successful sports program. Each year our athletic teams finish at the top or near the division lead and often advance to state level tournaments. Athletes from C.R.L.S. go on to successful college careers and some even make it to the professional ranks.

Our sports program, however, needs your support! Sports teams need supporters and fans to cheer them on. The more fans we have the better the Falcons do. The schools which CRLS play against have cheerleaders for almost every sport and often bring fans with them to every game. Without people cheering for Cambridge, we can hardly expect our teams to be successful.

So, come out and support your school at the games and meets. Go to a football game, track or swim meet or soccer match and cheer on the Falcons. Cheer on your friends and classmates as they compete for Cambridge. It only takes a glance at the *Did You Know* to find out when and where the events will be played. It's a way to get involved, have fun, and support C.R.L.S. teams as they push for athletic excellence.

BROOK DOOLEY

A Sure Fire Method For Trouble



By Jason Huang

Be Tough With False Alarms

As everyone knows, there have been an excessive amount of fire drills and false alarms this year and last. Obviously, kids are pulling these pranks. They are getting caught, but they are continuing to do it. We have to do something harsher than what is currently the policy.

Fire drills not only interrupt classes, important tests, art work, music practice, etc., they cost. If the fire department has to come to the school on a fire alarm, it costs us \$250!

We can't stop delinquents from pulling these alarms. That will always happen but we can discourage it. To deter these kids from pulling these pranks, the administrators have to be strict. We should not suspend, but expell or seriously consider expulsion, plus fine the culprit \$500. By fining so much, it will hurt and hopefully stop others from doing it.

For those who may think \$500 is too steep, how about \$250? Or anything! Right now, we don't fine, and all we do is suspend. So what!? We have to be hard on these kids, if they decide to annoy the whole school.

BEN SCHLAVER

LETTERS

Field Trip Denied

I'm a student in Mr. Al Ferreira's Advanced Portfolio class. About a month ago he proposed a trip to the Robert Rauschenberg exhibit showing at the Institute for Contemporary Art (ICA). Every person in the class was interested in going.

Robert Rauschenberg was a controversial photographer. He is disliked by many people because he is a homosexual. A small portion of his photographs are of explicit sexual activity. Al explained all of this to the class. I heard of Rauschenberg; my reason for wanting to go was mainly out of curiosity. I wanted to decide for myself whether or not I thought he had talent or if he was just out to shock.

As advanced students we need the chance to expose ourselves to all the different kinds of photographs. Al has taken us to many exhibits and continues to do so.

With proper permissions from the Principal and Assistant Superintendent, Al talked to the I.C.A. which was going to let us have a private showing. However, Ms. Ritterbush, Director of Art, said "no". Our trip was cancelled.

After receiving the frustrating information, I made myself a reservation to see the exhibit. The entire time I was there, I wished my peers from class could be there to share the experience with me. I had questions to ask Al and he couldn't be there. It made me angry. I was insulted by the decision of Ms. Ritterbush who felt I was too young to see something that she had never viewed.

I loved the show. I have never been more impressed by a photographer. He was most definitely a genius. This was something my class needed to see and there was absolutely no reason to deny the chance.

AUDREY CARR

Media Is Lacking

We are in the 1990s and the black community is fighting for peace and unity because the system doesn't always seem to care. The media portrays a bad image of people in places like Roxbury and Dorchester. They see those places as a disgrace, a bad environment to live in. The media never seems to give credit to those who are trying to make a difference or those that stay in school to achieve a career. The media tells its audience that every time a crime is committed in those communities, viewers should understand what the community is like.

There are kids who go to school and stay away from drugs and the negative side of life. The system and the media just don't want to recognize those things about the black community. Just because a kid may live in the projects doesn't mean that he/she does drugs.

I remember once when I was on a bus going to Dudley Station and this white lady got on because she thought the bus was going to Brookline. When she noticed that the bus was not going to Brookline she started to scream because of her misconception about Roxbury and black people. (The driver let her off.) When a crime is committed in Brookline, a story might appear in the middle pages of the newspaper.

They say that Americans are not racist. Even though the United States is diverse, there are a lot of people who are afraid to go near black communities. Massachusetts is one of the many racist states. When the blacks move to the suburbs, others may fear that property values will go down. A lot of people feel that blacks should only live in cities. Most teachers in this school live in the suburbs and need to be educated about the black communities and about minorities.

The struggle in the black communities continues. It's time that the media start doing something positive.

JOHN M. YOUTE

Can Students Do All?

Students have problems doing well in school and also doing activities after school and also things that the students like to do. The student, who tries to get good grades, doesn't do activities after school, or the student, who does a lot of activities after school, doesn't do well in school. It is not easy to go to school and also have a life and do activities at the same time.

There are also students who leave the school at two twenty-five and work until nine or ten o'clock at night and they do their homework during a study or a during a class. There is also the athlete who plays on the team, but he doesn't do well in school and he doesn't even get paid for playing. He likes to play but he can't do sports and school well at the same time, so he chooses the sport over school. When he applies to a college, he gets in only by an athletic scholarship and not because of his/her education.

ZEKE MARTIN

Stop Censorship

Dear RF Readers:

This is a letter addressing a great problem in the United States today - censorship. "What can we do about it?" you may ask. First of all, we have to stop fighting over which music is better, whether it be rap, metal, New Wave or classical. These are the types that the Parents Music Resource Center (PMRC), a group of parents trying to censor music, is concerned with. Second, we have to vote against sticking, the practice of placing labels on albums, telling if they're harmful to kids. Third, we must write letters to our Congressmen telling them where we stand. Recently a Florida man was arrested for selling a 2 Live Crew tape because officials thought it was too explicit for young people. The tape includes a lot of swears.

CAROL ANN ROBBINS

Recycle More

Throughout Massachusetts and other states, the people are throwing useful plastics away. But what they don't know is that they're throwing away money, not trash. For instance, the schools are throwing away money because there aren't using their head. The schools are complaining that they need money for new books. If they could start trying to recycle plastic, they can help themselves by and make a little money by doing this. Not only does recycling help you pay your bills such as gas, electric, phone, rent, car payments, insurance, it helps the environment.

Do you see what your throwing away? There are about 8 million people throwing away about 11 thousand pounds of plastics every day. Whoever begins plastic recycling will develop a model for the future of such recycling facilities. The announcement made by eight polystyrene companies in June, 1990 to form the National Polystyrene Recycling Company (NPRC) will further the recycling of its products. Their goal is to recycle 50% of all disposable polystyrene products by 1995. The program will begin by initially opening five recycling facilities across the United States.

Cambridge would do well to recycle all plastics and make some change for itself.

JOE PURNELL

RF Praise

Dear Editor & Staff:

Congratulations on your inaugural Little Register Forum - thoughtful, readable, attractive - a real addition to life at CRLS!! Keep up the great work! Thank you!

Sincerely,

ROB RIORDAN

The opinions expressed on these pages are those of the writers and not necessarily those of the staff of the newspaper or the administration of the school.

(ED NOTE: In a telephone interview Ms. Ritterbush pointed out that she is not pro censorship but believes a private portfolio should remain private and that it was inappropriate to exhibit them.)

OP ED PAGE

Silber & Weld: Neck & Neck

By Brook Dooley

They're heading down the home stretch, 'rounding third, dueling it out mano a mano, whatever you want to call it its a two man race for governor and it promises to be a good one. John Silber and William Weld are all that remain after September's primary.

Far from being a blow out, the primary was extremley close, with both candidates pulling out upset victories. Heading into the primary Silber was trailing Francis Bellotti by ten percentage points. Weld, although not as far back as Silber, was also trailing going into election day. How was it that these upsets came about?

When Evelyn Murphy bowed out of the race, it appeared as though Silber was in serious trouble. Bellotti, the Democratic opponent, was by far the more moderate, and it wasas though he would pick Murphy supporters. Additionally, Bellotti was supposed to pick up the woman's vote, that previously supported Murphy. This was not enough to push Bellotti to victory however. Silber's appeal to those frustrated with current state government was what pushed Silber to victory. He played upon emotions that have been building over the last two years as economic woes piled up.

Weld's success has to explain. He may have benefited more from Murphy's bowing out than the Democrats did. He picked up those Democrats who saw Silber and Bellotti as too extreme. His infusion of \$1.1 million of his own also helped push him over the threshold to victory.

Whatever the reasons for their victories, its clear that both Silber and Weld are in for a hard race. Recent polls suggest that they are neck and neck with only days left. We'll have to wait and watch what happens on November 6th.

If you are registered
VOTE NOV. 6TH

Commentary

Elections Represent: Republican Materialism vs. Democratic Ideas

By Gabe Daniels

The Democratic Party must triumph because it is the party of ideas.

Throughout the 200 year history of America, there have been two political parties - a party of ideas and a party of materialism. Let us examine both.

The party of materialism has existed under four names: the Federalists (1789-1814), the National Republicans (1814-1840), the Whigs (1840-1854) and the Republican Party (since 1854). Whatever its name, the party of materialism has always represented the upper class (America's monied aristocracy), industry, and the banking interest. The only idea held dear by the party of materialism is greed.

The party of ideas has has existed under two names: the Democratic-Republican Party (c1790-1828) and the Democratic Party (since 1828). The Democrats, as their name would suggest, have always been the party of the people - the party of ideas.

The party of ideas has always stood for abstract goals. They have believed in a wide range of ideas from social-economic justice to states' rights to civil rights. The party of ideas has consistantly had a keen interest in things above and beyond corporate profits. They have always had a keen interest in the people.

History speaks to the truth of the prior assertions. Three periods in our history nicely illustrate the nature of the two political parties.

During the critical 1790's, the party of materialism (the Federalists) defended the wealthy. They created the First

National Bank of the United States. The rich few turned a handsome profit while the poor many suffered. The materialists, in their concern for property, opposed the French Revolution - a great movement in which the French people destroyed a monarchy. The party of ideas (the Democratic-Republican), under Jefferson's leadership, opposed the Bank and defended the French Revolution, defended the people from Hamiltonian materialism. They defended democratic ideals, while the Federalists defended money.

At this point, the materialists will be referred to as the Republicans; the party of ideas as the Democrats.

The "Gilded Age" (c1870-1900) is a very good example. During this period the Republicans were owned by industrialists. The Republicans aided big business at the expense of the people. The Republicans encouraged greed. They went as far as to steal the 1876 Presidential election from Tilden (Democratic nominee). While the materialistic Republicans defended the wealthy, the Democrats stood for reform in government and economic justice. Again, Republicans defended money and the Democrats defended an idea - justice.

During the 1920's the Republicans controlled government and fostered an obscene amount of greed. America became a rich man's paradise. This excess led to the Great Depression. Enter Franklin D. Roosevelt - a Democrat's Democrat. From 1933-53 the Democrats held a "lock" on the Presidency, and in 1937-38,

By Ethan Nasr

Whether it is out of appreciation or school policy, my hat is off. Personally I don't tend to wear a hat but I do feel I should have the right to wear one. I may be exercising a right which I will never use, so what is the point?

The point is that this hat issue stands for something. Where do we draw the line on the dress code? Where does discouragement of wearing hats end and school policy begin?

At this present moment there is no law forbidding the wearing of hats. Furthermore, this issue has never even been raised before the school board. In the Student Handbook there is a brief note about the dress code stating, "The wearing of hats will be discouraged." Therefore you are not violating any laws by wearing one.

The catch-22 here is that if asked to take your hat off and you refuse, you can be cited a detention on the basis of ignoring a teacher's instruction. It is the teacher's prerogative to pursue the matter. If he/she deems the wearing of hats inappropriate or disturbing, you may find yourself in detention. Even though few cases of detention over the matter have been reported, many students are opposed to the concept.

As Claud Sneed said, We should be able to wear them. It is my preference to wear a certain accessory." Others beg to differ such as Security Officer, Mary Medeiros, who states, "Hats are a sign of disrespect and for CRLS to go back to some basic ethics and principles of respect, we have to start somewhere; a baby crawls before it walks."

Many claim that it isn't just the lack of respect that goes along with a hat. In addition, it is the promotion of gangs and the concealment of drugs and weapons. Does safety of our school now outweigh our privileges? In this certain case I would go without a hat but the question is would you. Voice your opinion and you will determine the outcome.

Everyone's A Role Model

Today, do role models set good example for youths? Can youths look to role models for directions? Because many role models are doing drugs and other negative things, today's youth often are confused.

Students may not believe this but they are role models. Everyone is a role model to someone. That is why we must behave in such ways that the younger people can learn from us.

Everybody is role model: to a friend, a brother, a sister, an admirer, teacher, etc. A role model is one that youths can learn from. Many leaders in society are bad role models because they tell youths one thing and do another. In other words, they're not practicing what they preach. Young people are reaching out for help and many leaders are not reaching back. It's pretty bad when a youth looks up to somebody and that someone disappoints him/her. Many young people have turned down the negative road.

Watch what you do. You are a role model. You may save or kill a young observer.
JOHN M. YOUTE

out-numbered the Republicans four-to-one in both Houses of Congress. During the 1930's the Democrats' great ideas became tangible. Social Security and federal housing added a degree of social justice. The TVA and other public works projects made America a better place for all Americans. All that the embittered Republicans could do was to incorrectly call the Democrats "communists". The Democrats' victory was the people's victory and big business' loss.

What is the point of all this?

The point is this: voters must vote on a partisan basis, for political parties have meaning. Doing otherwise reduces elections to mere popularity contests - a question of who looks better on TV.

An election is a contest not between two persons, but between the party of materialism and the party of ideas.

Student Recalls Ecuador

By Luke Dittrich

Ya han pasado casi tres meses desde que regresé del Ecuador. Y aquí estoy, tratando en vano recapturar lo que viví en el año pasado. En vano, porque en realidad no se puede poner en papel las experiencias vitales que te da la vida. Pero que más puedo hacer?

Extraño al Ecuador. A la gente, mis amigos queridos. Extraño al viento, al aire libre que es la libertad. En el curso de la vida, la vida de un hombre, hay muchas cosas que se puede llegar a comprender, y muchas más que se quedarán siempre fuera del alcance de sus manos. Lo mas difícil es aceptarlo.

Mis amigos, mis complices de locura, mis amantes y mi familia adoptiva. Dios sabe que les amo, ahora y para siempre. Sería el hombre mas feliz del mundo si supiera que me dieran el mismo amor.

Tengo en mis manos una carta que me escribió mi mejor amigo, Quique Gallegos. Que daría para estar con él y todos los demas, jugando para siempre entre las olas de la juventud.

(The RF encourages students to submit an article in their native language for consideration in an upcoming issue.)

Why Not Write
For The Next
Register Forum?

ARTS PAGE

Untitled Poem

By Amy Marie Rivera

Promise me...
your life
So that when death...
comes
I'll have your mortality
to fall back on...



Photo by Max Coniglio

ANGEL FROM THE HEAVENS by RONALD T. GITTENS

YOU ARE AN ANGEL
SENT FROM THE HEAVENS
TO ME
OR YOU WERE SENT
TO THE OTHERS

UNKNOWN
OF THE ANSWERS

JUST THE QUESTIONS
TO YOU
(ANGEL)

HEAVEN SENT
(HELL BENT)
THE ROPES TIED TO MY
WRISTS
IN SLAUGHTER

REPENT
SINS UNKNOWN
LOVE UNKNOWN

TRUST, HONESTY
AND GOODNESS
■ MY HEART

PLEASE LET ME KNOW
PLEASE LET ME GO

CONFUSION IN TIMES
OF WANTING
FOR YOU
(ANGEL).



Photo by Ethan Myatt

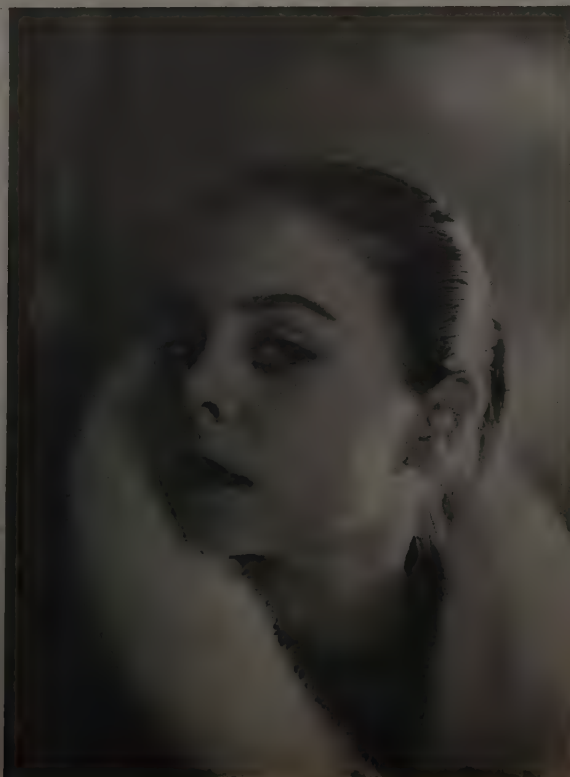


Photo by Zenaide Andrade

What Could Have Been By Alex Papali, Kosiya Gunawardane & Matt Lambert

Darkness, Gloom, Loneliness.
In the absence of light,
Her luminosity beckons;
Engulfed in a stream of meaningless chatter,
She inwardly longs for a valiant rescue.

Helplessness, Terror, Isolation.
Cautiously directed fleeting glimpses,
He hopes will carry a reassuring response;
Answered with a trifling glance,
Self confidence annihilated beyond hope.

Boredom, Disinterest, Helplessness.
In the midst of popularity,
She nonchalantly projects suggestive looks;
Messages without success,
As her prey appears unaware.

Trial, Defeat, Agony
The hour eliminates any potential,
As the opportunity for an encounter
diminishes;
Simply a painful reminder
Of, what could have been!



DANCE

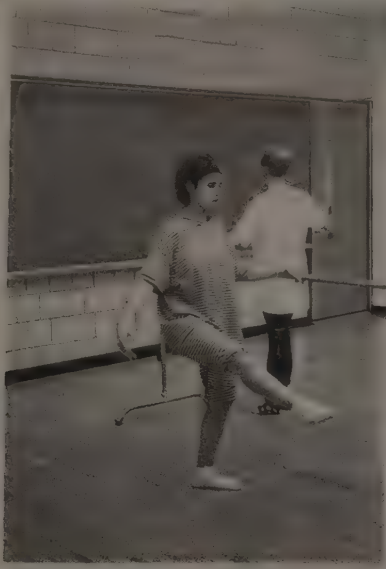


Dance, one of the oldest and most aesthetic forms of communication. It has been a part of our high school since 1978. Barbara Erlich, the dance teacher for almost all of the program's years, has seen it shape and change into something new each year.

There are four types of classes offered at CRLS: Dance 1 and 2, which are basic ballet vocabulary, and some barre. These classes are technique classes designed to strengthen your body and introduce (or review) the forms of Ballet.

Then there is Dance Performance and Advanced Dance, which are completely non-technical. This class is designed to teach the effort/shape theory, choreography, self expression, and improvisation. The dancers create what they dance, and can call it what they like. These two classes work during the year to put on an annual Dance Concert.

Each concert is very different, in all ways. Last year's "Heads, Hearts, and Heels" marked the 10th annual Dance Concert. These concerts are not just for the dancers, however. There are many crew people, and



stage hands involved with the final production. The concerts are not just silly recitals, where every dancer is in unison on a line wearing tutus! There is lots of sweat and tears that go into the dances created. Theme, concept, and composition also play a big role in the creative process.

There are not many boys who take this class, although they are equally welcome. The diversity of the dancers is amazing. Girls with ballet or previous dance training, to girls who have never taken dance before. Some have had dance with Barbara for all of their four years here, and some have had only one. Not all of the girls want to be a serious dancer/choreographer when they "grow up", but everybody is expected to put in the same effort. As Barbara says, "This is not a place for gym refugees!"

Being a dancer myself, and having taken all four dance classes with Barbara, I know that it can offer more than just dance experience. The sense of family among dancers that evolves over the years is something very special. The dance studio becomes our hideaway, our escape from the world and all of its limits. It offers personal and free expression, and helps you to grow in ways that typical dance classes would not. It teaches you to think creatively and collaboratively with many people. Often people open up to each other, and sometimes it can turn in to a therapy session instead of a dance class. But what you take with you when you leave at the end of that short period is always something you'll once again reflect upon.



The Dancer

It wasn't to shake her body that she danced
nor to make eyes either, but to spell
in one motion cat, dog, pig and waterfall,
by a flip of the hip or wrist or twist
of the torso - goat, lamb, wind or lover.
She rolled upon the floor and bit her nails,
leaped up and grabbed the air, swung her head
low
between her knees and walked that way,
arms dropping between her outspread legs:
an old man, an elephant and stalking tiger;
or just plain being tired of it all.

Flat upon her back, she was the world
before Columbus' time, here and there
a shape thrown outwards, stomach breathing,
breasts slopping down from the world's edge.
With morning at the window and a drink,
she stretches forward, as exercise,
to touch toes: the world coming together
for one more show.

-David Ignatow
(1934-1969)



Page by Amy Rivera

Every body moves. Everybody acts. Everybody feels music in their own way. We're just very lucky that a long time ago, we got this space to have a drama department and some good teachers that have helped us use these natural actions. I think those of us who get "trapped" in the basement, since our first day of freshman year, will admit that it's not only been a place to learn. It has also been a place where we could be respected for expressing ourselves, however strange. For me drama and dance classes have helped me find myself. Without it, I would be lost in this school. In fact, I wouldn't stay here."

AMEE GRAY
(Dance Per.)



THE TOP TEN WORLD

Top Renters for the Week of 10/27/90

VIDEOS

1	Glory.	RCA/Columbia Home Video
2	Driving Miss Daisy.	Warner Home Video
3	Born On The Fourth of July.	MCA/Universal Home Video
4	Teenage Mutant Ninja Turtles.	Family Entertainment
5	Bad Influence.	RCA/Columbia Home Video
6	Joe Versus The Volcano.	Warner Home Video
7	Internal Affairs.	Paramount Home Video
8	Stella.	Touchstone Home Video
9	Fire Birds.	Touchstone Home Video
10	Hard To Kill.	Warner Home Video

The Neilson Ratings at week's end, 10/14/90

T.V.

1	Cheers.	NBC 22.2 rating
2	Roseanne.	ABC 20.3 rating
3	A Different World.	NBC 20.0 rating
4	Lucky Chances, Part 3.	NBC 19.5 rating
5	Funniest Home Videos.	ABC 19.2 rating
6	60 Minutes.	CBS 18.9 rating
7	Cosby Show.	NBC 18.5 rating
8	Who's the Boss?.	ABC 18.4 rating
9	Simpsons.	FOX 18.4 rating
10	Empty Nest.	NBC 18.0 rating

Bottom Five Neilson ratings

88	Haywire.	FOX 4.2 rating
89	Off Limits.	FOX 4.0 rating
90	DEA.	FOX 3.9 rating
91	American Chronicles.	FOX 3.6 rating
91	Against the Law.	FOX 3.3 rating

Box Office Leaders, Weekend of 10/5/90

MOVIES

1	Marked For Death.	\$10.52 million
2	Fantasia.	\$ 5.20 million
3	Pacific Heights.	\$ 5.07 million
4	Ghost.	\$ 4.71 million
5	GoodFellas.	\$ 4.54 million
6	Postcards From the Edge.	\$ 2.92 million
7	Flatliners.	\$ 1.25 million
8	Narrow Margin.	\$ 1.23 million
9	Desperate Hours.	\$ 1.20 million
10	Funny About Love.	\$ 1.08 million

Top Pop Albums as of 10/27/90

MUSIC

1	Please Hammer Don't Hurt' Em.	MC Hammer
2	Razor's Edge.	AC/DC
3	Listen Without Prejudice.	George Michael
4	Mariah Carey.	Mariah Carey
5	To The Extreme.	Vanilla Ice
6	X.	INXS
7	Wilson Philips.	Wilson Philips
8	Family Style.	Vaquhan Brothers
9	Poison.	Bell Biv Devoe
10	Cherry Pie.	Warrent

Want To Write
For The
School
Newspaper?
Visit A211

Doogie Howser Co-Star
Hollywood's Casella
Is CRLS Graduate

By Bruno DeOliveira

Did you know that you could be sitting in the same seat that Max Casella, the co-star of Doogie Howser, sat on?

Max was born in Washington D.C. was raised in Cambridge, MA and attended the Agassiz School before he went to C.R.L.S. He graduated from Pilot School in 1985. According to Ms. Judith Contrucci, Coordinator of the Drama Department, Max acted in many plays here in the school. Mr. Gerry Specia remembers that Max "was a natural" actor who loved the theatre.

Max left Cambrige after he graduated and moved to New York where he tried out for the part of Doogie Howser's best friend, Vinnie, and he got it.

Among the plays here at C.R.L.S. that Max worked in were: *West Side Story*, *Guys and Dolls*, *Pirates of Penzance*, *Cushingura*, *Cannabis Rex*, and *The Caucasian Chalk Circle*.

Video Students Choose Their Favorite Films

The following student reviews were part of an assignment in Ms. Robyn Litwin's Video Class

The best movies I've seen are: the *Star Wars* trilogy, *My Fair Lady*, and all of Spike Lee's movies. I like the *Star Wars* movies because of how they took a simple idea, good versus evil, and turned it into a masterpiece. Darth Vader is the perfect villain; Luke Skywalker the perfect hero. It was a mix of seriousness, humor, sadness and suffering. *My Fair Lady* is an exceptional movie. It teaches you as you watch it, shows you how people become bonded together. The casting was perfect. Every actor and actress in the movie fit the role as if it was created for each. I like Spike Lee's movies because they are provocative and gritty, but also light and humorous. They force you to think about the issues being displayed.

-ANONYMOUS

The best movie I can remember is *April Fool's Day* because it was really spooky and scary and gross through the whole movie. Then at the end it turned out to be an April Fool's Day joke, which helped me sleep better. That really made this movie different from other horror movies.

-TONI DeMARCO

Best movie: To suggest a movie, I would have to say the following three: *The Elephant Man*, *River's Edge*, and *The 4th Man*. *The Elephant Man* should be seen by everyone. It is a good example of the "perfect" movie. David Lynch did wonders. *River's Edge* is one of the funniest dramas I've ever seen. The subtle humor is excellent. A must for any teenager. *The 4th Man* is not for all. A film from Holland, it deals with the bizarre twists of murder, dreams, religion, homosexuality, and insanity. Only for the serious movie viewer.

-BEN SCHLAVER

Lethal Weapon is the best movie I've ever seen because being a sequel, it was supposed to be not as good as the first, but it was better. It was an extremely funny movie.

-LETITIA JOHNSON

The best movie I have seen recently is *Young Guns II*. My favorite of all time is *The Outsiders*. I have many favorite movies.

-KIM HAMEL

The best movie I saw was probably *Top Gun* because I like the actors, and all the stunts seem so real.

-MONICA FERREIRA

After Dark, *My Sweet* and *The Blues Brothers*. *After Dark*, *My Sweet* had great acting, good story and was well shot. *The Blues Brothers* was just very funny.

-LEE VICKERY

The Sure Thing. It was really funny. It kept me laughing a long time.

-PAULINA VILLARROEL

The best movie I have seen would be hard to pick, but I will go with a new movie, *Flatliners*.

-RICHARD GIORGIO

I think my favorite movie is *Hellraiser* because I love horror and it also had a little bit of psychological horror and even some sick humor.

-PATRICK MURPHY

Around Cambridge Rindge & Latin

Educational Partnership Is Formed By CRLS & Harvard

By Kavita Shukla

Harvard University and Cambridge Rindge & Latin have been cited as model education partners by the New England Association of Schools and Colleges (NEASC), a regional accrediting association of schools with 1,600 members.

The Partnership involves many different kinds of collaborations. One is that Cambridge R&L is the site where graduate students from Harvard Graduate School of Education (GSE), who have decided to become teachers, come to do their observations and student teaching.

Another segment of this partnership is that teachers from C.R.L.S. are invited to be assistant teachers or practitioner associates in classes taken by the graduate students at GSE. Such classes might include the History of Education and Adolescent Development.

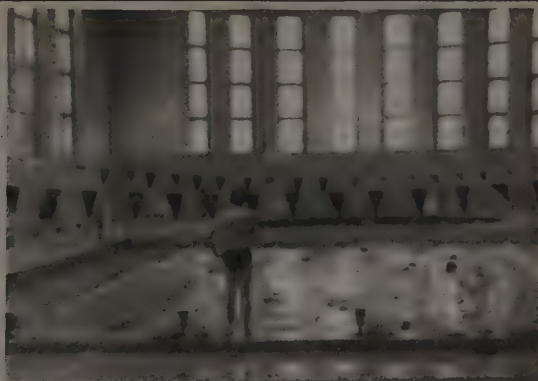
"This is a two-way exchange. Students come to the Cambridge Rindge and Latin School and our teachers are invited there because they already know how to teach and are experts in a multi-cultural, racially mixed environment," said Dr. Diane Tabor, Assistant Principal for Curriculum and Instruction at C.R.L.S.

Several teachers from Cambridge have participated in a variety of teacher education programs at GSE and found it

to be a very positive experience.

Ms. Carol Siriani, a teacher in the Leadership School, who was involved in one such program said, "We helped graduate students develop a curriculum which they would later use in their student teaching. The Partnership is good for us in the sense that we gain some of the enthusiasm of these students, while we bring to them a little practicality and rationality about the job."

The Partnership between the two institutions was one of 49 such school/college partnerships spotlighted by the NEASC. The collaboration has also received the distinction of being one of six model partnerships by the Massachusetts Department of Education.



Physical Education classes takes place in our pool each day. (Ethan Nasr photo)

Jobs For Bay State Grads Helps Students For Their Futures

By Lauren Spencer

Jobs for Bay State Graduates (JBSG) is a class that offers us an opportunity to learn useful skills for the working world. JBSG is located in the Career Resource Center. Approximately there are thirty-two of us and Mr. Ramirez. This is a whole year course and we do receive credit.

Students will learn various skills like interviewing techniques, application writing, resumé and cover letter writing, money handling and banking as well as civic awareness, social responsibility, taxes, telephone skills and much more.

There are also various activities such as film strips, guest speakers, holiday parties, contests, fund raisers and civic projects (e.g. food and/or clothing drives for the needy).

The class will be electing six officers including: President, Chapter Secretary, Coordinator of Leadership Development and Coordinator of Career Preparation.

In May JBSG will be attending an annual Career Development Conference. It will be held at the World Trade Center in Boston. This will allow the students to meet others who are involved with Jobs for Bay State Grads from different schools.

The class is looking forward to working with Mr. Ramirez this year.



CRLS Law Students Involved In Justice Issues

Class Appears Channel 5 Show

By Evangelina Victoria & Raisha Vaidya

On September 27, Mr. Bruno's law classes went to the Channel 5 studios, where they were asked to be part of the audience for the *Arthur Miller Show*. The students who participated were: Marcus Bell, Ethan Carberg, Ayoka Drake, David Jean, Howard Johnson, Nayubel Jimener, Cornelius Jones, Amy Pilarski, Lisa Rodriguez, Lesia Rugless, Daryl Turner, Raisha Vaidya, Adam Vaughn, Evangelina Victoria, and Francisco Viera, along with school staff members, Anthony Bruno, Joe Nardella, John Silva, and benefactor John Cuono. The audience consisted of S.A.V.E. members, parents whose children had been murdered by juveniles, and people who are against violence.

The show was about juvenile justice up against all odds. There were five panelists: Judge Marie Jackson, a D.Y.S. official, a probation officer, prosecutor and a defense attorney. The audience was shown a number of cases on video tape. From these cases the students learned that the juveniles who have turned to crime have a history of broken families, drug and alcohol abuse in the homes, experienced physical abuse, and more. A point was made that these teenagers need love, support, and confidence. Panelists and audience agreed that in order to dissuade juveniles from turning to crime, everyone in the community needs to work cooperatively.

Readers will be informed if the show is to appear on television.



COMING ATTRACTIONS

- The New England School of Law (Moot Court Program) has invited CRLS Law Club/Law Class members to participate as Bailiffs in its upcoming Mock Trial Competition.
- Students will continue the annual program of meetings with probation officers in Club Headquarters, A212.
- The Massachusetts Bar Association has invited Law students to participate in an Essay Contest on the subject of search and seizure.

Student Jurors Preside At Harvard

By Evangelina Victoria & Raisha Vaidya

On September 28, 1990 Mr. Bruno took students from his law classes to Austin Hall at Harvard University, where students became jurors in a civil and criminal court exercise. The jurors in the criminal court were: Katrina Atkins, Marcella Framondi, Roger Morales, Ben Schlaver, Frank Viera, Michelle Williams and Mr. Bruno. The jurors in the civil court were: Ayoka Drake, Lesia Ruglass, Daryl Turner, Raisha Vaidya, Adam Vaughn, and Evangelina Victoria.

The civil case of Boyd vs. Dever was presented by Harvard Law School students in their last year of study. The lawyers had four hours to present the total case. In this case the defendant (Dever) was charged with misusing her police badge to arrest the plaintiff (Boyd). Boyd claimed Dever used unnecessary force during the arrest. Dever claimed she never used any force while making the arrest. Dever's testimony did not hold up in court because Boyd's attorney proved four points: 1) Dever had no right to arrest Boyd; 2) Dever had insufficient evidence; 3) Dever had no witnesses who could vouch for her innocence; 4) Dever made the arrest because of a long-time grudge.

Dever was found guilty by the jury. Boyd was awarded \$100,000 in damages.

In conclusion, CRLS students felt that Boyd's attorney did an excellent job in representing her client.

RF SPORTS

MATT ON SPORTS

A Look At '89 & '90

By Matthew Lambert

In 1989 the Boston Red Sox were a team of great potential, off-the-field antics, and a closeness that made Sadaam Hussien and George Bush seem like great buddies. There was the Margo Adams-Wade Boggs saga, the Rick Cerone-Dewey Evans 10 round bout on a team bus in Cleveland, and a lack of communication between the pitching staff and Manager Joe Morgan. There was, of course, Mike Greenwell's comment to his teammates that they were all "losers". And who could forget infielder Ed Romero's shotput of the friendly Gatorade bucket?

The 1990 season brought with it a few negative antics of its own. Remember the Evans-Clemens walkout on the airplane after a long delay in Baltimore. Don't forget pitcher Rob Murphy's jolly rancher candy episode. After a bad outing, he took a baseball bat and demolished the entire team's candy supply for the night. And who would have guessed that the price of a bag of peanuts at Fenway jumped to \$1.75! There are eleven in a bag.

But all in all, the positives far outweighed the negatives and things in the hometown clubhouse were different. There was a closeness on this team like never before. Some would say that it had to do with the desire to rid themselves of the "Bambino curse". Others would argue that it was the arrival of catcher Tony Peña and his off-beat leadership. Or maybe it was something to do with the enormous salary increases that many ball players received this year. Could it be the ridding of those so-called "bad apples", Rich Gedman, Lee Smith and Jim Rice? Who knows?



Cambridge goes against Everett defender (Jason Huang photo)

Football Falcons Play Well Despite Their Record

By Matt Lambert

After disappointing 0-5 start in their new league, the Greater Boston League, the Cambridge Falcons football team is looking to have a strong finish.

"We have been right in most of the games," says Head Coach Wadie Geraigery. "The most important thing is that the kids are having fun. In time the wins will come."

The Falcons are scoring points and came close to winning last week against Revere.

An obstacle this year has been that an original squad of 120 people has dwindled to about 80 because of injuries, ineligibilities, etc.

"We are filling in with a lot of younger players," says Geraigery. He believes a positive aspect of this development is that using younger players now should pay dividends down the line.

As far as the change of leagues is concerned, Coach Geraigery thinks that new rivalries will be created because of the geographical closeness of these schools.

"This is a hard hitting league full of superbowl contenders. 'We're playing new teams that we aren't used to.'"

The last game of the season will also be one of the most challenging. It is an away game against perennial favorite Brockton.

Captains for this year's squad are: Ahsha Safai, John Crossman, Troy Aguiar, Tony Schwartz and Mark Clavette.

Congratulations to the new team guide which was printed last month.

Donald Rankin (#3)	Anthony Nazaire (52)
David Luu (5)	Joseph Baldasaro (53)
Isiah Mitchell (8)	Alan McKenzie (54)
James Taylor (9)	Kevin DeLoatch (55)
Ahsha Safai (13)	William Kelsey (57)
Augusto Desouza (19)	John Crossman (58)
Ken Correia (20)	Troy Aguiar (59)
Mark Zepf (21)	Rafael Delgadillo (62)
Chris Mittell (22)	John Coughlin (64)
Paul Tavares (23)	Steve Ryan (65)
Ed Sencion (24)	Jaman Murrell (66)
Jeffrey Harris (25)	Alex Maldonado (67)
Kevin McManus (26)	Alex Joshua (70)
Alfredo Velez (28)	Tyrone Goddard (72)
Curtis Taylor (29)	Rocco Capodilupo (73)
Macon Miller (30)	David Christie (74)
Darrell Glover (32)	Joe Bates (75)
Damon Jones (33)	Allan Weathers (76)
Idris Rahim (35)	Sam Berenson (79)
Frank Mercado (36)	Tony Schwartz (81)
Mark Clavette (37)	Adam Subervi (83)
Kyle Sparks (38)	David Swinton (85)
Clyde Charles (42)	David Cowell (87)
Mark Corcione (43)	Jason Farrell
Eric Doiron (44)	Jason Frustaglia
Jemon McCladden (46)	Chris Lauziere
Damone Ballard (47)	Garey Nieves
Paul Smith (49)	Jacques Romulas
Philip Amenkovicz (50)	Roy Scott
Derek Smith (51)	Matt Shaw
	Seneca Spencer



Swimming At CRLS



Anne McEoon prepares for swim meet. (Elina Kari photo)

Boys Soccer Doing Well

By Brook Dooley

The CRLS boy's varsity soccer team has fought through injuries, and a team packed with first year players, to an 8-2-4 record. The team, coached by Mr. Andrew Inglis, is in good shape with four games remaining. The squad has an excellent chance of making the State Tournament and a very good chance of winning the Greater Boston League. When I wrote this article, the team needs only one win to qualify for the State tournament. Additionally, victories against Medford and Somerville will give the team the GBL title.

This year's team, led by co-captains Patrick Kennedy and Jean-Claude Lahens, has had to overcome several barriers in getting to the position they're in now. One of the biggest problems this year has been the numbers of injuries sustained. Key players have continually been absent with injuries proving to be long lasting, with most players only missing one or two games.

In addition to a number of injuries, the team has had to overcome the fact that, from last year's starting team, only one player has returned. Sweeper-back and co-captain Jean-Claude Lahens is the only player from last (continued)



Everton Morgan, Jimmy Casserly, Jonah Backstrom, Claude Sneed, Jesse Cody, Calke Tucker-Raymond, Ben Robinson, Christopher Gale and Willie Mateo have helped lead the Cross Country Falcons this year. (Elina Kari photo)

Boys Cross Country Excels

By Kirsten Andelman

Will the Boys Cross country team become State Champions again this year? Well, the possibilities of that are starting to look quite good considering their two most recent victories.

Under the dynamite leadership of Coach Bob Maguire, Cambridge placed first in the OLP Invitational Meet recently in Providence (R.I.). Coming in first and third were super-sophomores Everton Morgan and Jesse Cody, respectively. Finishing up the team's knack for taking as many top ten places as possible was senior Jonah Backstrom (8th place). Not far behind were Willis Koch, Karimu Rashad and newcomers, Benjamin Robinson and Nasim Abdul-Malik.

The second triumph came at the league meet. Cambridge again took first place. This time the Falcons took first, second and third with Jesse Cody, Everton Morgan and Jonah Backstrom arriving at the finish line in that order. The meet qualified CRLS for the Division or State Meet and from there the team will go to the All-State Meet. In the past Cambridge boys cross country teams won Suburban League championships in 1979, 1983, 1984, 1985, 1986, 1987, 1988 and 1989. They were State Champs in 1986 and 1987 as well as the runners-up in 1989.

Do they plan to win both titles again this year? "Definitely!" say team members. With the talent of this year's team, they most likely will. When asked the secret of their success, senior Karimu Rashad replied, "Hard work, a great coach, and I guess just natural talent!"

The triumphant twosome of Jesse Cody and Everton Morgan is starting to look remarkably similar to the pair of Scott Cody (Jesse's brother) and Jamahl Prince, both of whom graduated in 1988. They were often called the "Dynamic Duo". Both runners won numerous *Boston Globe* and *Herald* all-scholastic awards and claimed many 1st and 2nd place titles for CRLS.....

Boys Soccer Develops Talent



Jason Huang photo

(continued from previous page) year's starting team. The team has overcome this, thanks in part, to the fact that most of the players have played together in the spring.

Just as the team has experienced set backs, so to has the team been propelled by external factors that have made winning easier.

One of the largest developments to help the team this year has been the change in leagues since last year. In the past Cambridge, has competed in the Suburban League against teams like Brookline, Brockton, and Newton North. This year the team has an easier schedule, playing in the less competitive Greater Boston League.

Another development that has contributed to the team's success has been the teams new home field, Danehy Park. With a brand new field, the team's

home record to date has been 6-0-2.

More than anything else, however, the teams impressiveness has to be attributed to true talent. The offense has been backed up all season long by a strong defense and a solid bench.

With the state tournament on the way we can certainly hope to see better and brighter things from this year's squad.

The 1990 Team Members are:

Samuel Alexander	Phong Chi Luu
Carlos Alves	Francois Mathieu
Viriato Amado	Kerby Mathieu
Samson Assefa	Daniel Mendoza
Mario Correia	Hardy Mondesir
Lad Dell	Ka Man Ng
Brook Dooley	Jason Schweitzer
Peter Gittens	Romero Sylvera
Patrick Kennedy	Daniel Tilahun
Jean-Claude Lahens	Eli Tucker-Raymond
	Ricardo Ulla



Eunice Hurd kicks the ball by a Matignon defender in 8-0 win at Danehy Park. (Ethan Naar photo)

Girls Soccer Team Finishes Season Strong Against Matignon

By Caben Chester

The CRLS girls soccer team finished with a misleading 4-11-1 record. Led by Captains Darya Ferraro and Sarah Coleman, the team dismantled two powerhouse teams of Matignon and Malden, twice each. The Falcons also came through with an impressive 3-3 tie against a semi-pro Revere team.

The Cambridge team improved dramatically over the course of the season. Next year the girls will be looking to qualify for the State Tourney. They will be stocked next year with a very talented crop of young players with a solid base of juniors and seniors.

The Boston papers reported last month that Rumeal Robinson, former C.R.L.S. and Michigan guard, agreed to a four-year contract with the Atlanta Hawks. He was the 10th pick overall in last June's NBA draft. He averaged 14.3. points and 5.7 assists during his career at Michigan. Rumeal is the third C.R.L.S. graduate to enter the NBA with Patrick Ewing '81 (New York Knicks) and Bill Hewitt '64 (Detroit Pistons & L.A. Lakers).



Jason Huang photos



Commentary

Olsen Case Has Made News

By Kevin Morris

Earlier this year a Boston Herald reporter was in the New England Patriots locker room after a game when a player made some suggestive comments. The twist to this story is the player was in the buff and the reporter was one Lisa Olsen, a female. This made news all over the country and sparked a controversial question. Should women reporters be allowed in the male athlete's locker room?

Later on in the year a similar event took place, this time in Cincinnati. Coach Whych, head coach of the N.F.L. Bengals, barred a female reporter from the locker room, although he said that he would get anybody from the locker room to come out for an interview. He felt she was getting better treatment than any of the other reporters since she was the only one who got an interview with Boomer Esiason, quarterback. Well the N.F.L. Commissioner didn't like this (possibly over the controversy that Olsen and the Pats were causing) and slapped Whych with a thirty thousand dollar fine.

The real basis for this story is that if you bar a female reporter from doing her job it will be looked at as sex discrimination. For me to try to answer this question would be stupid. I am split on the decision. I do not like the idea of women in the men's locker room but they do have to do their job.

In writing this article I've found that the question - "should women be allowed in the locker room?" - is just that, a question.

If any of our readers wish to comment on this for the next edition, please submit materials to A211.

Hobbies

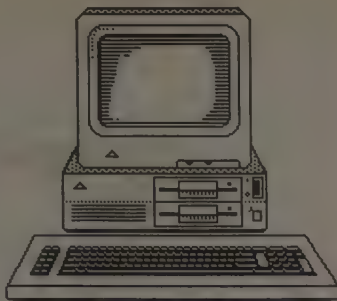
IBM vs. MAC

By Ben Schlaver
Co-Editor

Sitting at my IBM at home, I have worked it out, so in seconds I can send letters, memos, files or whatever to anyone, anywhere. For example, last year's co-editor, Erik Black, is now in California. Weekly. I am sending him letters over the phone lines. Through the Prodigy Service (R) can receive everything from current international news and weather, to a restaurant review of Bertucci's Pizza in Central Square. Technology is amazing, and fun. All this can be accomplished through the use of a modem. The Modulator/Demodulator uses the phone lines to send information anywhere if you are willing to pay the phone bill.

For the longest time I thought the computer world evolved around IBM (and it does), and all other brands were trash. Then I came to C.R.L.S. Here at school, I was introduced to the world of Macintosh computers. At first I thought they were just cheap "idiot" computers, that you couldn't do anything on. Well, I've been proven wrong on that view. On the Mac, we write (as I'm doing now), layout, and design the *Register Forum*. Mac's are essential for any graphic design purpose. Sign making, newsletters, layout, and drawing are all ideal on the Mac. I now use them for the Yearbook, and personal use, in addition to the *Register Forum*. Plus, the Mac's are fun. The Mouse is fun, and yes, they are very simple to use. I've even been tempted to buy one.

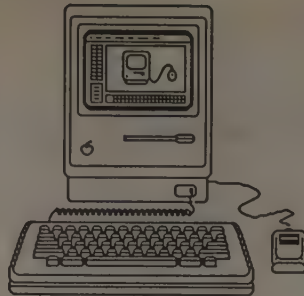
But, the Mac falls short in one major category. Control. I have been using an



IBM for six or seven years, and I have left no stone unturned. I create my own world, write my own programs, and change the one I buy; I am in control. Mac's are easy to use, but for me, who likes to dig around inside my computer, they are confining.

The more I think about the situation, IBM and Macintosh are like cars. IBM is the old, but beautiful, 70's car. While Mac's are the slick 80's car. If anyone has seen the engine of these cars, you know what I'm talking about. The 70's were filled with cars that were huge. If you lifted the hood, you could really climb around inside, and do your own car work. The 80's brought fuel efficiency, and cramped electronic engines, that are just filled with wires and hoses. There is little room to move around, and putter. I prefer the space.

Look where you find Mac's...school. Look where you find IBM...work. The business world is IBM. Mac's are great for learning, and graphic design, but



reality is IBM. Plus, I have yet to found a Word Processor on a Mac that matches that of Word Perfect 5.0. Sure it's complex, but it's not for the computer illiterate. IBM's are not always easy to use, and frequently can be very unfriendly, but when one does figure them out...A new world is before you. These are just my opinions, and if I could afford it, I would own a Mac and an IBM, hooked up to a lovely laser printer. Who knows, maybe I will someday.

Hobbies

Junior Plays In Band

By Matt Lambert

"He's been around music and musicians his whole life," his father states. "There has been a natural progression to this point in his playing." He is not speaking of some far-removed rock star who people only dream of meeting. He is instead talking about Zeke Martin, a very talented drummer here at C.R.L.S.

He began playing when his father sat him in front of the drums at six months of age. Since then he has played his way on to the C.R.L.S. Jazz Ensemble (third year) and recently he has joined a local rock band called, "Small Town No Airport". With the rock group he has had a number of club dates including: appearances at TT's in Central Square, Jumbo's in Teele Square, and a date in Portland, Maine. The band is also beginning to record an album.

Zeke, who is a junior in the Pilot School, has considered starting his own jazz band sometime in the future.

Portuguese Club Elects Officers

By Caben Chester

The Portuguese Club is open to all students at CRLS regardless of one's ethnic background. The President of the club is Betty Pinheiro; the vice president is Fatima Cabral; Elisabeth Money is secretary while the job of treasurer belongs to Lucy Andrade. Meetings are held every Friday at 7:45 A.M. in A102. In addition, all students who have been active members for 4 years will be eligible receive a college scholarship.

Jobs For Bay State Graduates



What's It All About? Are You:

- * A high school senior planning to work immediately after graduation?
- * Unsure of your plans following graduation?
- * In need of assistance to make important decisions about your future career path?

Then Jobs For Bay State Graduates is for you!

You will also be a member of the Bay State Career Association
The four goals of the Career Association are:

- CAREER PREPARATION**
- Career development Conferences
 - Career Workshops
 - Employable Skill Activities
 - Meet Potential Employers

- LEADERSHIP DEVELOPMENT**
- Leadership Conferences
 - Election of Local and State Officers
 - Leadership Training Workshops
 - Meetings with Professional Leaders

- SOCIAL AWARENESS**
- Recreational Activities
 - Field Trips
 - Participation in School & Social Programs

- CIVIC AWARENESS**
- Government Awareness Programs
 - Visits to Government Offices
 - Community Development Projects

Making it in the job world takes more than just a high school diploma
C.R.L.S. Career Resource Center (2nd Floor)
Job Specialist: Vincent Ramirez

1990 Blood Drive Took Center Stage Last Week

Photos by Ben Schlaver



Pat Kennedy was confident!



Whiz Quiz Is Homeroom Ritual

What Is the Whiz Quiz?

By William Dunn

The Whiz Quiz is a quiz about anything. It is played every Friday morning in each and every homeroom. There are 8 questions. This contest goes on until the end of the year. At the end of the year whatever house has the most points wins a trophy. Mr. Fred Nigorski is the organizer and also the inventor of this wonderful and fun thing called the Whiz Quiz.

Here's an idea for you and your class to try the next time you do the Whiz Quiz. Have your teacher say each question out loud. Who ever has a clue of what the answer is can then attempt to answer the question

How Does Whiz Quiz Happen In Your Room?

By Adrian Headley

The Whiz Quiz is done similarly in most of the houses. In one home room in House A the teacher gives it to one of the kids who in turn reads it out to all of the other kids.

The question is then answered by one of the students. If there is more than one answer, the most popular one is chosen.

In one room in the Academy the teacher sticks the quiz on the black board where people would go up to the board and answer the question or questions he/she could answer. If all of the questions are not answered by the end of homeroom, the teacher reads out the unanswered one, and if it could not be answered it is left out.

In the Leadership School it is different in one homeroom. One kid gets the quiz and does the question(s) he/she knows, then it is passed on, until the whole thing is done.

In RTVP and Pilot the whiz quiz is done quite the same. It is read out by the teacher and then answered by the students. Those that are not known are left out.

As you can see, the quiz is done similarly and differently throughout the school.



Mr. Fred Nigorski is the creator of the Whiz Quiz (Elina Kari photo)

A Note About Homerooms

By Paulo Arruda

Many students in our homerooms come from many countries. One of the many homerooms in this school is A207 in the Academy. Its students come from Portugal, the United States, Haiti, Indonesia, Mexico, Barbados, Israel and finally China. Our school probably has the most people from different countries in the whole United States.

Whiz Quiz Questions Summary

9/28/90

- 1) As a homeroom you score points for your House in two ways: by getting a hundred and/or by _____ of _____ Q.
- 2) TRUE or FALSE: The International Olympic Committee has just recently announced that Athens, Greece will be the 1996 Olympic site since that's where the so-called modern Olympics resumed back in 1896.
- 3) What N.B.A. team did CRLS alumnus Rumeal Robinson sign with?
- 4) Whose Presidential library was dedicated in Yorba Linda, California this past July?
- 5) Identify EITHER ONE: David Souter or Cecil Fielder.
- 6) Approximately how long was the recently completed summer vacation here at CRLS?
77 days 65 days 58 days
- 7) If the Red Sox and Blue Jays should end up in a tie, a one-game playoff will be played: a) _____ in Boston b) _____ in Toronto
- 8) Iraq; 3) True; 4) Atlanta Hawks; 5) Nixon's; 6) is Supreme Court nominee and Fielder is star of Detroit Tigers; 7) 77 days; 8) In Toronto

Questions and answers compiled by Julie Craig.

10/5/90

- 1) What day this week did the government's fiscal year begin, that is, the new fiscal year?
- 2) Name the Red Sox player who hit three homeruns in one game this past weekend?
- 3) Name the country where President Bush and President Gorbachev last met to discuss, reportedly, their reactions to the Iraq situation.
Finland Germany Holland Russia USA
- 4) Complete this sentence which you have probably heard repeated several times in the last week: "The Red Sox magic number is any combination of Red Sox wins and/or Toronto _____."
- 5) This so-called "team" is NOT a sports team, nor does it play baseball; it's composed of nine members, and one of them is a woman. Its season, as usual, began on the first Monday of October. What's the name of this "team"?
- 6) We probably can say that Doug Flutie still plays for B.C. in a way. What do the letters B.C. stand for now?
- 7) TRUE or FALSE: The unification of the two Germany's this week was preceded by the all-German election for the new unified Parliament by only a couple of weeks.
- 8) What does the new movie designation "N-C 17" mean? (briefly please)

3) Germany; 4) losses; 5) Supreme Court; 6) British Columbia; 7) False; 8) One has to be older than 17 to see the movie.
9/28/90 ANSWERS: 1) Participating; 2) Capital of

10/12/90

- 1) In what year will we be celebrating the Quincentennial of Columbus' discovery of the New World?
- 2) This past Tuesday people worldwide were listening to John Lennon's "signature song" entitled *Imagine*. What was the observance all about?
- 3) (TRUE or FALSE): Our Boston Red Sox have won their Eastern Division in the last three EVEN years ('86, '88, '90).
- 4) Name the Democratic candidate against whom James Rappaport is running.
- 5) Name the political group that is sponsoring the budget rollback petition, otherwise known as Question #3 on the ballot in November.
- 6) All summer you kept on hearing about President Bush's seaside residence in the state of Maine. How do you spell the name of that community? (Correctly, of course)
- 7) W-Q has learned that this week is National Pet Peeve Week. What is a "pet peeve"?
- 8) The final score in this summer's World Cup championship was 1-0. Name the country that won the World Championship of Soccer. (i.e. the current champion).

10/12/90 ANSWERS: 1) 1992; 2) Lennon's 50th Birthday; 3) True; 4) John Kerry; 5) Citizens for Limited Taxation; 6) Kennebunkport; 7) favorite complaint; 8) West Germany
10/5/90 ANSWERS: 1) Tuesday; 2) Brunansky;

10/19/90

- 1) Given this week's international news, whose picture would you expect to be on the cover of *TIME* magazine this Monday? And WHY? (If the W-Q editor turns out to be wrong, only then will #1 not be counted.)
- 2) Name the company that won the largest single patent infringement award in U.S. history last week after a 14 year court/legal battle.
Eastman Kodak or Polaroid
- 3) It was World Series time one year ago this week when this big earthquake struck the United States. Where did it happen?
- 4) The goal for today's drive is 8 gallons. Given that one person donates one pint, HOW MANY individuals have to donate today for our goal to be reached?
32 16 64 8
- 5) Identify Octavio Paz of Mexico based on this week's news from the choices given below:
a) Pitched the first game of the 1990 World Series for the Reds
b) 1990 winner of the Nobel Prize for literature
c) secretary General of the United Nations - the one who recently traveled to Iraq to try to intervene in the interests of world peace
d) NONE OF THE ABOVE
- 6) Last week Bart Simpson, the underachiever, returned to the air realizing that it was time to shape up in school or else. Name the elementary school that the new studious Bart Simpson attends.
- 7) TRUE OR FALSE: In the 1990 World Series, there will be no designated hitter.
- 8) He composed operas, symphonies and ballets, but he also wrote musical comedies, musical tragedies and the first rock opera, *West Side Story*. He was a music teacher, a skilled pianist and the first American born director of the New York Philharmonic. This Lawrence, Massachusetts native passed away this week. Name him.

10/26/90

- 1) According to the latest *Boston Globe*/WBZ election poll, the governor's race in the Bay State now stands at 45% to 39%. Which ticket is ahead, based on the poll?
a) Silber/Clapprood b) Weld/Cellucci
- 2) Why was last week's gubernatorial debate so often compared to the Lincoln-Douglas debate back around the 1860's?
- 3) TRUE or FALSE: There was a feature story in the *Cambridge Chronicle* last week on our principal, Mr. Sarasin.
- 4) The big college football game last weekend featured Notre Dame against the University of Miami. If you had an interview scheduled on the N.D. campus, what state would you travel to?
a) Illinois b) Indiana c) Kentucky d) Michigan e) Pennsylvania
- 5) Tonight Wayne Gretzky is expected to Make NHL history by becoming the first player ever to score 2,000 points. How are those points of his determined? (In other words, these points = ??)
- 6) TRUE or FALSE: The recent FAA report has recommended that 10 new major airports will be required in the U.S. by the end of this decade. Boston was one of those recommended cities in need of a new airport.
- 7) Cincinnati (is/is not) the capital of Ohio.
- 8) After today, how many (legal) school days remain this quarter?

10/26/90 ANSWERS: 1) Silber/Clapprood; 2) U/D didn't have reporters asking questions; 3) True; 4) Indiana; 5) goals & assists; 6) True; 7) is not 8) 10 days as of Monday

THANKS TO OUR WHIZ QUIZ STAFF:

Printing: Ms. Livingston
Distribution: Mr. Pileri
Questions: Mr. Nigorski (Academy)
Corrections: Ms. Devine (House A)
Standings: Ms. Siriani (Leadership)
Answers/standings are always located in the *Did You Know*

STANDINGS AS OF 10/26/90

Pilot 63.4
Fundamental 62.9
RTVP 51.9
Leadership 45.2
Academy 45.1
House A 38.3

10/19/90 ANSWERS: 1) M. Gorbachev won the Nobel Peace Prize; 2) Polaroid; 3) Oakland/San Francisco area; 4) 64; 5) b ; 6) Springfield; 7) False; 8) Leonard Bernstein

Dr. Hopkins Is Model For Young People

By John M. Youte

Cambridge Rindge and Latin has a great model. Dr. Milton Moses Hopkins Jr is a science teacher in the Fundamental School. He has a great educational background and has accomplished goals that most of us would like to be able to achieve.

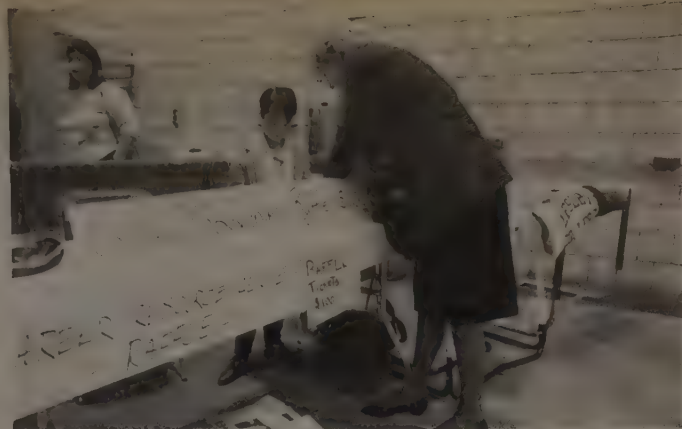
Dr. Hopkins was a Lieutenant Colonel in the United States Air Force. He was in Italy during the World War II and retired from the U.S.A.F. in 1965 after twenty-two and a half years of service.

Dr. Hopkins has been teaching for twenty-one years now. He received an Ed.D., C.A.G.S., M.S. and B.S. That's how strong an educational background he has. Dr. Hopkins enjoys teaching young people, especially when they pay attention in his class. He loves to see young people succeed in the field of education and other fields. Take it from this writer, Dr. Hopkins is a great teacher. If you are willing to learn, he will help you in any way he can. Students can learn a lot from him. He is a great role model for young people because he has class and has accomplished his goals. Like most teachers, when his students return after graduation, he loves to see them and hear of their accomplishments.

When students see Dr. Hopkins in the hall, they should take note of the knowledge which he has gained from life's experiences. Dr. Hopkins has a good heart and likes the young people in

Cambridge.

Just because teachers look older, a student shouldn't judge them by their covers. They should get to know their teachers. Any school would do well to look for a few good men like Dr. Hopkins!



Superintendent of Schools Mary Lou McGrath visits one of the booths at the recent College Fair. (Ben Schlaver photo)

How Students Should Prepare For SAT's

SAT scores are one of several important factors many colleges consider when deciding whether to admit applicants. You'll want to be as well prepared as possible when you take the SAT.

According to the College Board, which sponsors the test, doing well on the SAT is the result of hard work in high school, since the test measures verbal and mathematical abilities developed over a long period time. The best preparation is a good selection of solid academic courses, wide reading, and consistent hard work on your studies.

There is a way to prepare for the test experience in the short term - and that is to know how the test is organized; the kinds of questions, terms, and concepts used; and how the test is timed and scored.

All of this information is contained in a free booklet *Taking the SAT*, which you can get when you register for the test. The booklet also contains a sample test with answers, an answer sheet, and scoring instruction for practice. This will give you the best preparation you can gain in the short term - familiarization with the SAT itself.

Should you take a commercial coaching course?

That's a decision only you can make. Some students may improve their scores by taking these courses while others may not. Unfortunately, it is not possible to predict who will improve their scores and who will not. For that reason, the College Board does not recommend commercial coaching courses, especially if they cost a lot or requires a lot of time and effort

that could be spent on schoolwork or other worthwhile activities.

It is important to know that most students who take the SAT a second time have not been coached. Yet, most of these students show growth when they take the SAT a second time - on the average, 15-20 points on the SAT-verbal section and 15-20 on the SAT-math section.

Are there tricks you can learn to "beat" the SAT? There are legitimate pieces of advice that all test takers should know and that are provided free in *Taking the SAT*. It is risky business to rely on "tricks" that claim to help you "beat" the SAT instead of using the strategies suggested in *Taking the SAT* and thinking carefully about the questions.

Mailing Address to Write to Soldiers Overseas in Saudi Arabia

Any Service Member
Operation Desert Shield
APO NY 09848-0006

Army, Air Force and Marines

Any Service Member
Operation Desert Shield
FPO NY 09866-0006

Navy and Marines Afloat

SHOW YOUR SUPPORT!!!

Help Them to "Be All They Can Be"



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BOSTON, MA 02108

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Register Forum

The Cambridge Rindge And Latin School

Yerevan and Cambridge: Sister Cities



Mayor Alice Wolf signs Armenian children's poster to open "Young Survivors" art show from Yerevan in the U.S.S.R. at the Cambridge Multicultural Arts Center in December and Boston City Hall in January. The Children's Art Committee was coordinated by Ms. Ellen Mass of Sister Cities and Ms. Anne Carroll of the Art Department. With the Mayor are (l-r) Greg Jackson, Varteni Moedichian, Cecile Kesheshian, Otto Ehrbar, Ellen Mass, Anne Carroll, and Sounn Tasbjan.

Will There Be War After January 15?

Secretary of State Baker To Have Met With Foreign Minister Aziz In Geneva On Wednesday

By Ben Schlaver

Are we going to war? At press time, James Baker was on his way to meet with Iraq's Foreign Minister Aziz. Both Bush and Hussein are talking "War talk", and a peaceful solution is looking dimmer.

So what happens if we go to war? Will it be this six day fly in fly out raid, or will this be another Vietnam. Realistically, the war will last quite a long time if Bush doesn't just go in and bomb Baghdad into rubble. His only hang ups in doing so, would mean an incredible loss of innocent human life, and tremendously bad public opinion here in the States and around the world. Thus, he has to fight soldier to soldier in the middle of the desert, where we have less experience.

Unfortunately for us, if there is a long, drawn out war, the Draft will become a serious issue again, and all students who are (or will be) old enough to be sent off to fight, may be taken.

If war does break out, so Hussein claims, Iraq will bomb Israel, and send terrorists out on a world-wide attack. Bombing Israel will, in turn, allow Israel use of nuclear weapons to destroy all of Iraq.

And so much for the long war. We will just have to see what is going to result in this world crisis. Secretary Baker's talks with Aziz were to have taken place on Wednesday in Geneva, Switzerland.

Dr. William McLaurin Becomes Our New Assistant Principal

By Kavita Shukla

Dr. William McLaurin recently became the new Assistant Principal for Policy and Students here at C.R.L.S. He took over the position that had been vacant since Dr. Elsa Wasserman's departure to Chelsea High School.

Dr. McLaurin has had a long and distinguished career in education. He has taught at Harvard Summer School and was the chairman of the Department of Afro-American Studies at Northeastern University.

His accomplishments include the creation of a summer program for gifted seventh graders as well as the formation of a minority program to recruit high school students at M.I.T.

While he was working with the seventh graders at Brandeis, Dr. McLaurin realized that he wanted to teach rather than continue in the field of research. He was especially interested in teaching young students. Therefore, he made a transition from college to high school and after two years at Brookline High, he came to Cambridge. For his first two years here he worked in the Achievement program for seventh and eighth graders. After this program closed down, Dr. McLaurin moved to the Science Department where, in 1987, he began to teach Advanced Placement Biology after Ms. Grace Taylor, who originally taught it, moved to Brown University.

In the past three years Dr. McLaurin has inspired his students to do their very best. He has run the Academic Decathlon team and was a driving force behind the creation of S.A.V.E. (Students Against Violence and for Equality). For his efforts to improve education, he was honored by *Ebony Magazine*, the *Boston Globe*, and several other publications and organizations.

Today his main concern is for the entire student body of this high school. He feels that if the teacher does his job, the student does his share, and the parents provide support, then there is no way that the students can lose.

Dr. McLaurin wants everyone to develop to their fullest potential. His message to the students is, "You should do the best inside the classroom and do the best outside of the classroom. If you want to make me happy then don't fight and do well in the class."



Dr. McLaurin is the new Assistant principal for Policy and Students (Jason Huang photo)



Saudi Princess Visits C.R.L.S. (See Page 3)

Commentary

Americans Can Solve The Homeless Problem

Homelessness - how can we stop it from happening to our fellow men and women? Most homeless people are victims of society. Others are from low income families who didn't make it in the economic struggle. Nobody was born to be a homeless person, but it happens when people stop caring for others.

Every day, Congressmen pass by a homeless person on the steps of the nation's capitol and don't give them more than a look. It is a disgrace that the United States government has a lot of money to spend on outer space and war but it can't even help the men and women in the street with no place to live.

We all pay inadequate attention to homeless people. Americans often forget that anyone can become homeless, no matter how rich one is. Homeless people

deserve as much respect as anyone else, but oftentimes they do not get that respect. How would average Americans feel if they were in the streets every night with the world walking by and not caring?

Being in a society that rejects you is very hard to live in. Today some people, especially politicians, try to do things for the homeless. Politicians promise low taxes every year but they never seem to promise the homeless a place to live in. The richest country in the world cannot

solve its homeless problem.

The City of Cambridge and the Commonwealth of Massachusetts could provide training, housing, education and support through special tax payers' funds. Business can also provide money and employment to the homeless. A school such as Cambridge Rindge & Latin can also play a major role by providing the building for the homeless to sleep in at night when it is empty. Homeless people are freezing in the cold; the warmth of C.R.L.S. could provide shelter.

Individuals like you and I can give support and help the homeless to get food and counseling.

The problem of homelessness affects all of us. It's time for all of the people to get involved and do something about it.

JOHN YOUTE



IN OUR WORLD

New President is Jean-Bertrand Aristide

The Island Nation of Haiti Has Had A History of Struggle Manifested In Numerous Presidential Elections

By Fabienne Bien-Aimé
& Modeline Morose

Haiti is an island country located in the Caribbean Sea. It is a nation with a long history of struggle. Haiti won its independence with the help of contribution of great leaders such as Jean-Jacques Dessalines, Toussaint Louverture, and many others.

More recently, Haiti underwent 28 years of a dictatorial regime by "Papa Doc", François Duvalier, "Baby Doc", his son, Jean-Claude Duvalier, and other Duvalierists who took power after Baby Doc's forced departure in February, 1986.

While talking about the departure of Duvalier, many issues and people come up. First, we have General Henry Namphy on the scene. He was the president of the National Council, appointed by Baby Doc. Namphy's presence in the government only increased the oppression of the people. He insulted them when they manifested against his regime. In addition to causing problems in his own country, he voted against awarding the independence of New Caledonia island. In 1978 he organized an election with candidates he knew did not represent the people. Forty people died during the



Presidential Palace at Port-au-Prince, Haiti. (from photo collection of authors)

election. Two months later, he organized another election. After the votes were tabulated, he appointed Mr. Leslie Manigat as President despite the fact that Manigat did not win.

Later on Mr. Manigat was overthrown by a coup d'etat under the leadership of Prosper Avril. The situation worsened. He

killed Jean-Claude Paul, a benefactor falsely charged by the American courts for selling drugs.

In May, 1990 Ertha-Pascale Truyaut became the first female President in the North-Western hemisphere. The people trusted her at first, but she deceived the people.

The Electoral Provisionary Council now has the responsibility to organize free, democratic elections, so the people can choose their own president. Such elections were held on December 16, 1990 when, for the first time, the people could vote without fear of violence because the army provided complete security. Delegates from the United Nations, who tabulated the votes, reported that Jean-Bertrand Aristide, a Catholic priest, won the race by a margin of almost 70 percent.

Finally the country of Haiti has a president chosen by the people.

EDITOR'S NOTE: At press time there were reports of an attempted coup d'etat as gunmen tried to take over the Presidential Palace.



Haiti Builds Pride Among Its People

Profile

Yvon Lamour Left Haiti Sixteen Years Ago; Is A Role Model For Cambridge Students

By Modeline Morose

Mr. Yvon Lamour is a counselor in the Academy Office. He came to the United States sixteen years ago from Haiti. In addition to serving the Cambridge Rindge and Latin School students, he is an important contributor to the Haitian community.

Mr. Lamour, in his very first years in the U.S., went to school. He became a linguistics teacher, then a counselor. He first worked with adults in a program called GED (High School Equivalency). In 1987, he replaced a previous counselor at C.R.L.S.

What makes Mr. Lamour so special that he dedicated his life and his soul to his job in an unconditional way? The answer is very simple. He is patient and always ready to listen and talk to his students independently about their needs. He works closely with the students who face the most urgent needs—not only to guide them for the future, but also to help them adjust to a new school system, a new culture. He would like to see his students, and all students in C.R.L.S., be serious about what they are doing. He wants them to take advantage of such a democratic school system—a system that gives everyone a chance to succeed if he or she wants to.

In his community, he is respected and admired. Through his radio shows on Sunday nights, he educates and informs



Photo by Elina Kari

his people. Such a relationship with his compatriots helps him to know and understand their needs and feelings. His wishes for them are:

First, that they understand that emigration is a one way act. This means that he would like the Haitians who come to this country to become part of the American society and achieve things that would help them, the society they live in, and the Haitians left in Haiti. He knows it is difficult to do, since in this society one is consistently underestimated, and must

prove oneself. Secondly, Mr. Lamour hopes to teach the Haitian people that they are not as divided as they think they are. There are fissures and misunderstandings in our community that are present in all communities, and only dignity and self-confidence will help to overcome such obstacles. Mr. Lamour shows a great satisfaction and esteem.

But that is only a small part of the dynamic and concerned Yvon Lamour we have come to know and admire. We hope we get to know even more of him as the years go by.

By John Youte

I am proud to be Haitian because of its strong background of independence. That was my feeling and the feeling of many Haitians on May 18th, Haiti's national flag day.

For many American-Haitians, Haiti is a place to call home. A friend remarked that he will return to his home in the future but some people are ashamed to be Haitian.

Haitian people are usually peaceful people. They don't believe in violence. When someone commits a crime in Haiti he/she becomes disgraced by society.

The American press is often discriminatory against Haitians, usually showing what's bad about the country. They never show the beautiful and classic parts of the country. Haiti is a beautiful place. Poets like Paul Laurence Dunbar would describe it this way and a painter would paint it as such.

The mountains are the most beautiful things I have ever seen. Haiti's rivers are clean and the water is so fresh that you don't even need a refrigerator to put it in. The country's fruit is so sweet that when you eat it you probably think you have died and gone to heaven! During the rainy season the forests look wonderful. As a result, Haitians live the way nature wants humans to live.

Born in Haiti in 1973, I have seen the ups and downs of the Haitian people. Haiti was the first independent black nation in the world, having fought against the French. Haiti is about the size of Maryland and Port-au-Prince is its capital. About 95% of the citizens are of black African descent. The rest of the population is of mixed African-Caucasian ancestry (Mulattoes).

Haiti is not just my birthplace, it's the land of my African ancestors. Although Haitians continue to struggle, Haiti is a place that I call home, sweet home, no matter where I may live.

C.R.L.S. Meets Princess

Saudi Royalty Visit Cambridge With Gifts And Controversy

By Ben Schlaver
Editor

They came in droves, they spent millions, and now they are gone. No, I'm not talking about the summer tourists, I'm talking about Prince Turki Bin Abdul Aziz Al Saud and his wife Princess Hend of Saudi Arabia. They came this summer for a variety of reasons. To monitor U.S. reaction to the Gulf Crisis, to accompany Princess Hend's father for kidney treatment, and to negotiate a \$1.5 million gift to Harvard Medical School, for a professorship in immunology.

Over their five and a half month stay, they have stirred up much controversy. Everything from the 53-year-old Prince renting 2 floors at the Charles Hotel in Harvard Square, to a city warning not to drive their limos on Cambridge parks.

The Princess Hend did her share of community relations. According to City Councilor Ken Reeves, "Jacqueline Kennedy Onassis has nothing on this princess, she couldn't be more intelligent or beautiful or gracious." Princess Hend visited many schools in Cambridge, including C.R.L.S. At each one she left her mark. At the Walter Buckner School, affiliated with the St. Paul African Methodist Episcopal Church, she left a playground. At the Maynard Elementary school, she reinstated a year's funding for a program that had been cut. At the Tobin she left 3 computers. And at C.R.L.S., \$14,000 in scholarships was her gift. \$7,000 to kids going into the field of International Studies, and \$7,000 to a needy C.R.L.S. student.

Here at C.R.L.S., she was a hit. She toured our school, hosted by Ruby Pierce

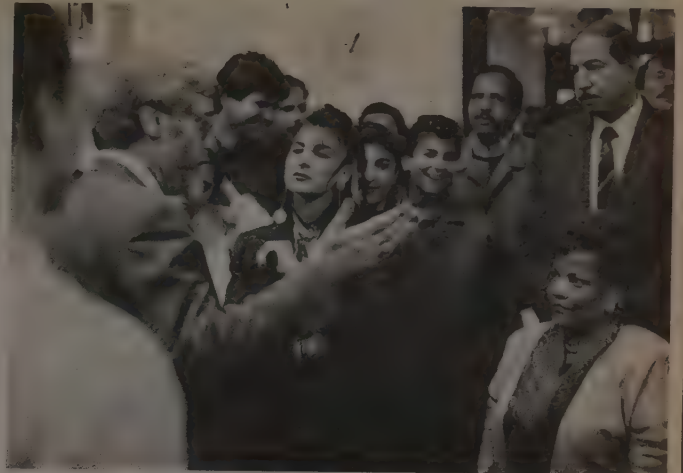
(House A Headmaster) and Dr. McLaurin (Assistant Principal). She was very eager to ask and answer questions. Her daughter even danced along side Barbara Erlich's 6th period Dance class.

The entourage shipped out in late December with several hundred of their favorite suitcases, and satellite dish. As a going away present, the Prince left \$30,000 to a police fund for disabled youth.

There were mixed feelings about the Saudi stay here. Many people enjoyed their visit, elegant press conferences, and endless gifts. The retailers were very pleased with their willingness to purchase, and Charles Hotel owner Bob Holland said, "They've been model guests, and they are welcome back any time." Plus, Cambridge Police officers have made thousands of dollars in off-duty security details.

On the other hand, North Cambridge residence accused the family's body guards of kicking local children out of a playground, so the Prince's children could play. Harvard University stopped allowing their police officers from taking detail, in fear the long hours were taking a toll on their regular duties. Finally Harvard University's *Harvard Crimson* accused two body guards of attacking two editors, and accused Harvard President Derek Bok of "selling his soul to the devil for a million dollar professorship."

"I have learned there is a bias in this culture against the extraordinary rich..." said vice-Mayor Ken Reeves, and what he said sums up the whole 5 1/2 months.



Princess Hend (right) of Saudi Arabia listens to Mr. Adamsky. (Ben Schlaver photo)

Apartheid Is a Brutal System

South Africa is a very rich country in minerals. It is located at the southern tip of the Continent of Africa. One of its greatest faults is Apartheid. Apartheid is racial segregation; its purpose is to support or promote white supremacy. It is run by white South Africans who call themselves Afrikaners. There are few or no opposition parties; one well known Association is the "African National Congress", headed by Nelson Mandela. It was illegal until 1990 when Nelson Mandela was freed from prison.

Apartheid is a brutal system that seeks to oppress and manipulate blacks into believing that they are worth nothing and that a white man is better. The system works like this. The whites own 87% of the best lands while the blacks own the other 13%, or the worst part of the land. Blacks are not allowed in these areas without a passbook, which is a system that was set up to keep check on the blacks. This passbook had the person's name, address, work record, work address, tax status, family status, race, and tribe. This was to be carried on him at all times. Another thing that this system does is it undermines the black children's education. The white supremacists want to teach the children anything other than math, English, or any other subject that will benefit them in society. Children are subjected to learn whatever the teachers teach them because there is a constant watch on them by armed guards in the classroom and outside. This is difficult for most Americans to imagine.

CHARMAINE SERVIS

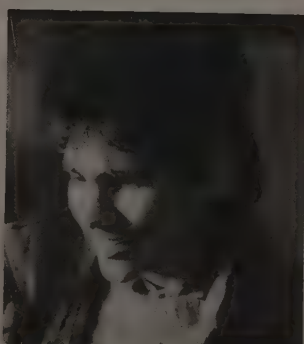
C.R.L.S. VOICES: What do you think about U.S. intervention in the Middle East?

Photos and interviews by Elina Kari



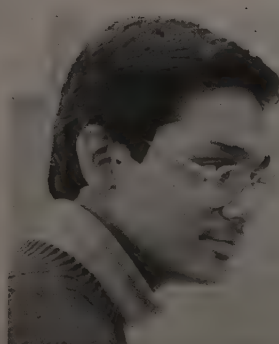
Akua A. Frimpong
Ghana

"I feel that U.S. intervention in the Middle East is wrong because we are not there in the best interest of the American people, but rather for selfish political reasons that are jeopardizing human lives."



Kosiya Gunawardane
Sri Lanka

"From an international perspective, I think the U.S. should be there to protect the Kuwaiti interest. It portrays a gesture towards fairness in the world. But that doesn't mean that if Kuwait didn't have oil the U.S. would protect them."



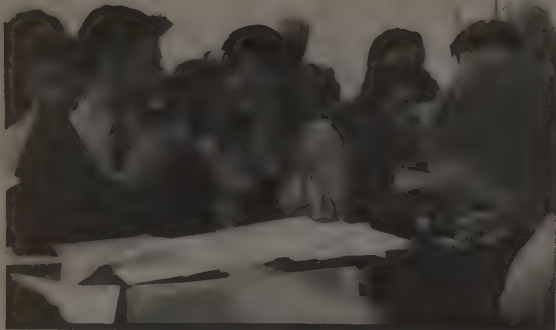
Sunil Joseph
India

"I strongly favor the U.S. intervention in the Middle East. The thought of Saddam Hussein controlling nearly 70% of the world's known oil reserves is a very scary thought. And further...the multi-national force headed by the U.S. proved to the world that naked aggression will not be tolerated."



Shida Yang
China

"If (the American presence) it was to defend the lives of people, then I would no doubt agree with the decision, but if it was to defend the Saudis, then I say it's not worth fighting for. This would be another example of Vietnam, only this time the stakes are higher."



Visitors from Italy gather around the piano with Ms. TePaske (right). (Ben Schlaver photo)

Drop Out Report Cites Cambridge Low Among Cities

By Ben Schlaver
Editor

During December, 1990, Mr. Sarasin sent all the teachers a memorandum concerning the drop out rate for the communities in Massachusetts. The state drop out rate is 5.4% with a projected four year rate of 20%. Here in Cambridge, we had a drop out rate of 6.0% and a four year projection of 22%. While our rates are slightly higher than the State's, out of 44 urban communities, Cambridge ranked the 17th lowest. Of the 14 urban communities with a high school population of greater than 2,000, Cambridge ranked 3rd lowest, following Pittsfield and Quincy.

Mr. Sarasin is pleased with the results, but he wants to see the number of dropouts drop at Cambridge Rindge & Latin.

School/City	Number of Students	1989 Graduates Grades 9-12	Annual Drop out Rate (%)	Proj. 4Yr Drop out Rate (%)
Barnes	2,227	18,464	12.3	43
Brockton	278	2,301	8.7	35
Cambridge	1,418	3,496	6.0	22
Chicopee	180	2,383	7.8	26
Fall River	329	2,863	11.0	37
Lynn	299	2,008	14.8	48
Lowell	205	2,718	14.1	38
Lynn	249	2,969	8.4	29
New Bedford	308	3,158	9.7	32
Plymouth	130	2,450	5.3	19
Quincy	130	2,791	4.8	16
Somerville	180	2,868	8.6	31
Springfield	788	6,822	13.6	43
Worcester	888	4,847	11.6	36

Peer Leaders Lead

Week's Activities Highlighted Substance Abuse Awareness

By Karen Rice

The week of December 10 may not seem like much to some, but to the students of this school it was a very informative break from the physical exertion of weekly P.E. classes. This informative break is otherwise known as Substance Abuse Awareness Week. It occurs before the holidays because students (and others) tend to use and abuse more drugs and alcohol at that time.

Mr. Skip McCarthy, a Physical Education teacher on assignment for Health, and Mr. Bill Timmins, Coordinator of Peer Leadership, are the coordinators for the program which is in its second year. Last year the P.E. classes had the pleasure of seeing a video and having a discussion involving steroid abuse in high school, college and in professional sports.

This year, P.E. classes and the Student Service Center showed a film that previews a student assistant program that our Assistant Principal Dr. McLaurin might want to implement in the future. After the video, students received discussion questions which they then discussed.

Another aspect of Substance Abuse Awareness Week is content area integration. Instead of limiting the awareness to physical education

classes, science classes, special needs classes, and bilingual classes also learn about Substance Abuse. This year Mr. McCarthy and Mr. Timmins taught students about blood alcohol content and fetal alcohol syndrome.

The *Did You Know* had a daily Drug and Alcohol question that homerooms could answer. All answers were then put into a drawing and the lucky homeroom that answered all questions correctly would win its very own pizza party. Three questions also appeared in the weekly Whiz Quiz.

Not only are students being taught about substance abuse, some are actually doing the teaching through a program called Peer Leadership. High school students are trained to teach elementary students the hazards of substance abuse. The whole mentality behind this program is that "kids listen more to kids." And what do the peer leaders get out of it? They achieve a sense of accomplishment and as an extra incentive they obtain five credits towards graduation.

Don't think this is the last program you'll see. Watch out for the upcoming Health Fair and Aids Awareness Week.

(Thanks are extended to Mr. McCarthy for taking the time to be interviewed by the Register Forum.)

In Memoriam

We sadly report the death of Ms. Claire Leonelli, a science teacher at CRLS. Ms. Leonelli died on December 30th in a tragic automobile crash near Michigan City, Indiana. She was 26. She taught at CRLS for the past two years. Members of the C.R.L.S. community traveled by bus last week to the funeral and a memorial service was conducted in Cambridge.

The College Board Responds

Girls Concerned About Gender Bias on SAT

TEST INFORMAT'

SAT TEST
DATE REGISTRATION
DEADLINE

1990
October 13*
November 3
December 1

Each year approximately two million students take the SAT and more than half of those test-takers are girls. Girls planning to take the test this year may be concerned about recent reports on gender bias in the SAT.

"A steady stream of incomplete and erroneous information has raised questions in the minds of the public about the fairness of the SAT for girls," said Gretchen W. Rigol, executive director of the Admissions Testing Program at the College Board, the organization that sponsors the test.

Some people believe the SAT is biased against girls because the national average score for boys is higher than the national average for girls. According to Ms. Rigol, research indicates that the differences in average SAT scores between men and women are not caused by the SAT, but rather, the test results reflect real difference in students'

backgrounds.

The biggest difference cited by Ms. Rigol was that boys, on the average, take more college preparatory courses than do girls, including more advanced math and science.

The SAT is designed to measure verbal and mathematical abilities developed from a strong academic background. "If boys take harder courses than girls, then it stands to reason that the boys' average SAT scores will be higher, even though girls might get better grades," said Ms. Rigol.

Also, on average, the parents of boys have had more formal education than those of girls. Girls are more likely to be the first in their family to go to college. "Students whose parents didn't attend college are competing at a disadvantage with those who have a college orientation whose families are more familiar and comfortable with the college-going process," explained Ms. Rigol. "Families with college backgrounds tend to provide more academic support at home, and they are more likely to motivate students to take harder courses."

Once the differences in students' backgrounds are eliminated and SAT scores of boys and girls of similar background and ability are compared, average score differences disappear on

the verbal section of the SAT.

What steps are taken to ensure that SAT questions are not biased?

When test questions are developed, they undergo exhaustive scrutiny and pretesting to ensure that they do not offend and are not biased against women or ethnic minorities. New questions are examined and reviewed by outside reviewers, including high school and college faculty, and other professionals.

Statistical methods are used to determine group performances on individual questions. Questions are dropped if they are found to significantly favor or disfavor any particular group.

Another charge against the SAT is that questions that refer to science, sports, or business are unfair to girls or that girls can't cope with the format of the test.

"That's pure sexist stereotyping," said Ms. Rigol. "women have struggled to reach positions of responsibility in these fields, yet now test critics are telling us that women are too timid to guess and don't work well under pressure."

She added that "you can't tell by looking" at an SAT question whether more boys or girls will get it right. The content or subject of a question isn't necessarily related to it's difficulty for one group or another.

What advice does Ms. Rigol offer to

girls planning to take the SAT?

"I urge everyone -- girls and boys -- to keep all of this in perspective. Keep in mind that your SAT scores are not going to "make or break" your chances for admission to college. The courses you've already taken and the rest of your high school record will be the crucial factors in college decisions."

She added that students should also keep in mind that the scores differences that are frequently reported are simply averages, and that many women and minority students will score well above average. "The SAT is a completely fair and objective test," she said. "Everybody has an equal chance to do well on it."

The College Board is a national non-profit membership organization committed to maintaining academic standard and broadening access to higher education. Its more than 2,700 members including colleges and universities, secondary schools, university and school systems, and education associations and agencies. Representatives of the members elect the Board of Trustees and serve on committees and councils that advise the College Board on the guidance and placement, testing and assessment, and financial aid services it provides to students and educational institutions.

DEBATE GOES ON: STUDENTS RESPOND

Abortion Is An Issue of Our Times

Give It A Chance To Live

By Debbie Carreiro

Abortions are something that kills unborn babies. How could anyone think that it is okay to kill something that hasn't even had a chance to live? People go to jail for murder, why don't they go to jail when they kill an unborn child?

I know a girl who is fifteen years old and she wants to get pregnant so her father won't tell her she can't marry her boyfriend. Then after she gets married she's going to get an abortion. That is so wrong! She is going to use the baby as a weapon and then kill it. It is just too easy today to get an abortion that people don't remember exactly what they're doing.

To get an abortion I think parents should have to sign a legal paper, giving reasons why she should get an abortion and then let the courts decide if it's okay.

Girls nowadays think abortions are the easy way out and will solve all of their problems; all abortion is an escape. If it was a little harder to get one then girls would make sure they are protected.

A word of advice: go on the pill, or have the man wear a condom, or for even safer measures do both - that way you're doubly protected. Before having sex, make sure you're doing it for the right reasons, not because someone told you to, or he pressured you into it. The only

one that can think for you, is you.

I hope this editorial will help girls realize they have a choice. If you get pregnant by your own mistake, don't just kill your baby; give it a chance to live, if not with you than with a loving family that will give the love and attention it needs and wants.

Don't abort it! Give it up for adoption and give it a chance to live like the chance you had when you were born.

Nobody's Choice But Our Own

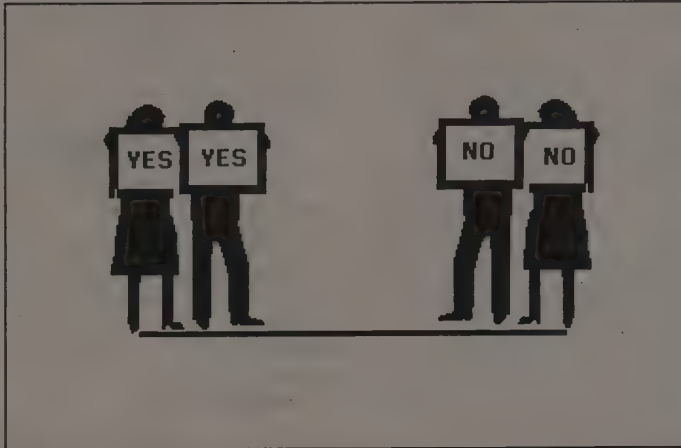
By Dawn Curry

Abortion is a major issue today in our society. Many feel that abortion is wrong, and others feel that it's their own choice. Nobody has the right to tell you what is right for you and your body. They are trying to stop abortions because they feel it's wrong to murder babies, but sometimes it's just better that way.

If they don't realize that abortion is so

important in this country then there are going to be problems. These women who want an abortion will find a way. If they get an abortion illegally, they could be in great danger. They'll have abortions in dark alleys with coat hangers as they did years ago when my mother was growing up. Suppose you are raped. You're not going to want to keep it because you just can't; just knowing how that child was conceived is going to make matters worse. Teenage couples have sexual intercourse, and before you know it, she gets pregnant. Her family and friends want nothing to do with her. What kind of life is going to have for her and her baby? She can't take care of it by herself, and she has no help. The only way she sees is an abortion. She feels that it's better to have an abortion than not be able to care for it or leave it somewhere out in the street or just drop it off like some kind of trash.

My proposal is an Amendment to the Constitution. It would give women the right to choose to have an abortion.



These student writers are members of Mr. Smeed's U.S. History class.

Are Flags To Be Burned?

No Flag Should Be Burned

By Filomena Paiva

We should not burn any kind of flag. Protesters think that burning a flag is a form of their expression. The flag should be treated as a symbol of this country. We should treat the flag with respect.

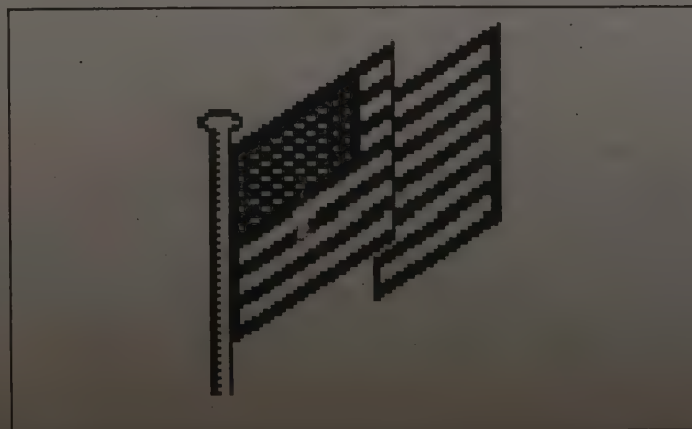
I've been discussing this topic with some of my friends. Some of them said that burning a flag is a form of freedom of speech. Others don't think so. They think that it is a disgrace for their country. Some of them said, "The American Flag has a federal law protecting the flag." Another one said that "It's a form of the First Amendment."

The American Flag Day has been celebrated since about 212 years ago. I was reading this magazine and it says, "It celebrates the country's history, its freedom, and the battles fought to secure those freedoms. It embodies often in an intensely emotional way the love and loyalty most Americans feel for their country." People are now burning the American flag. What are they doing with all of that history?

In conclusion, I don't think people should have the right to burn the flag. What I'm wondering is what other countries think about this. Everything that the Americans did in the past was for nothing. Not everybody accepts what the government is doing. We can do something about it, but it doesn't mean we have to burn the American Flag. We can write our ideas down, make a deal

with them. If it doesn't work, try something else. If you don't like the way others are working, too bad. Don't do something bad out of your rights. If you don't like to live in America and you are going to do something bad, get out of America.

I believe that we should have an Amendment to the Constitution because the American Flag is a symbol of our country and what we fought for. People should go to jail if they burn a flag as freedom of speech. People should think the way the American Flag was formed, star by star and state by state.



Burn Baby, Burn

By Ronald Dottin

We should not have an amendment that says burning the flag is unconstitutional. In the past people burned the flag because it brought attention to their cause. Now that flag burning is legal it will not bring attention to any organizations that decide to burn the flag. Most organizations will not burn the flag, because it will not publicize their organization. Both sides should agree on the Supreme Court's decision not to

amend the flag burning bill because it stops organizations from getting the attention they want, and it doesn't violate the First Amendment. George Bush is against the Supreme Court's decision of not passing the bill. George Bush wants to limit your right to freedom and expression which is protected by the Constitution. In doing this he will set precedents for other rights to be limited or violated. George Bush doesn't care about our Constitutional rights. George Bush also says "The flag is sacred" but it's not the flag that is sacred, it is what it stands for. You cannot have a flag that stands for freedom and expression. Dilute that freedom from the people, and you also dilute the meaning of the flag and the people's respect for it. We shouldn't make exceptions to the First Amendment. After all the First Amendment gives us the right to speak out against the government. Change that right and the people will have no way of protesting against the government effectively. The forefathers didn't mean to limit the First Amendment to the constitution or they would have made the necessary corrections.

Are you interested in contributing an article on either side of a debated question? Submit your work to room A211.

COMMENTS

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Faculty Advisor
Mr. Stephen Surstine

Substitutes Deserve Our Best

"There's a sub today!"

"Let's sign in and take off!"

"It's alright. There's a sub; we don't have to do anything."

These are comments heard almost every time a teacher is absent. The substitute teacher has somehow formed a reputation of a sub-human. Subs are disliked, ignored and considered harsh and mean.

During an interview with a substitute teacher at C.R.L.S., this writer found they have three major grievances. 1) As mentioned above, a sub has the reputation of a sub-human. 2) People say subs are lazy and don't do anything. Most of the time it is the teacher's fault. All teachers are supposed to leave lesson plans for their substitutes. Many times the teacher leaves no work, not even busy work. Thus, the subs have nothing to go by. 3) The biggest and hardest to fix is the students' attitudes towards subs. Many kids will not only ignore and/or give little respect to a sub (that is, if they don't try to leave), but they will go out of their way to torment these teachers.

A little known fact is that many subs are certified teachers, people doing graduate work, and some even have Ph.D.'s. Most subs love kids, love to teach, and are very knowledgeable with the subjects they are covering.

One sub said, "Many students don't realize that in many instances, substitutes are real licensed teachers. Many have lost their positions due to budget cuts and are looking for a full time teaching position. Many substitute teachers are pursuing Master degrees and some have already obtained them."

What can be done about this?

Repairing the reputation of substitutes (of anyone, for that matter) can really only be done by convincing students and teachers alike that subs are there to continue the lesson and to truly take a teacher's place for a day.

Students must try to give subs a chance. They are real people, too. Teachers must leave lesson materials so that education continues in their absence. Subs are not robots.

BEN SCHLAVER

Fight For The Right To Fight

Women should be allowed into combat, because they are just as capable of dealing with the emotional and physical demands of combat as men.

The reasons that the government has for not allowing women in combat are weak and can be easily disproved. Physical strength is one of the main issues often raised to discredit women's military capabilities. Women supposedly don't compare to men when it comes to physical capability. Women are said to be incapable of handling the tasks of loading tank shells, changing tank treads, or even throwing grenades. But women who can make it through training (the same training that the men undergo) are obviously as fit, at least at the minimum level of fitness, as the men who go into combat.

Another argument is that men say they would rather not see women killed or injured, and men think that women are not capable of dealing with the emotional stress of military combat. If a woman is willing to risk her life, she is showing a great deal of courage. Perhaps the people who are being cowardly and not being capable of dealing with the emotional stress of battle are the men and not the women, for saying they would rather not watch a woman get injured in battle.

Women have proven themselves capable of performing admirably in combat. Lieutenant Colonel Mike Sullivan, Commanding officer to the women in the platoon that moved into the streets of Panama City after the invasion for a nighttime raid, said, "Not one woman washed out. I don't know how many females I have in my battalion, but I can tell you that women are doing the same job as men." This is an observation from a professional, that women are just as capable as men of enduring combat.

It is unconstitutional to prevent women from participating in combat. In the Fourteenth Amendment of the Constitution, section 1 states: "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States."

Therefore, women should not be kept from entering combat. It is time for our country to live up to its promises of equal opportunity and allow women in combat. Our laws should be amended to allow women into active combat. Women who pass the training and who fit the necessary and unbiased qualifications, should be allowed to enter into combat if they choose to do so.

NATALIA JARDEN



Saddam is Skillful

On August 2, 1990 the state of Kuwait was invaded by the Iraqis. The world responded by vehemently condemning the invasion and demanding the immediate withdrawal of Iraqi troops from Kuwaiti soil. After the condemnation vote in the United Nations, several industrialized countries followed America's lead in sending their troops and ships to Saudi Arabia who asked that the world come to their rescue in case Iraq attempts to invade the desert nation. Rich and strong countries like America, France, Great Britain, Italy and others have sent a commitment to the Persian Gulf region to prevent war and restore order.

While the world has plotted ways to throw out Saddam Hussein, he, instead of withdrawing, has kept getting belligerent and has intimated that any hostile moves would end up in a third world war.

Wow! Doesn't Saddam know when to say 'no'? Is he really that brave and decisive? In this writer's opinion, Saddam knows the game in and out. Saddam knows that since the first weeks of his invasion the world has really been against him. At present, the attention and spitefulness has lost some of its flavor. Hussein has skillfully averted some attention from Kuwait by making the world focus on problems with Israel such as the shootings of October 8th.

In the meantime America may have lost a

staunch ally, a true friend indeed, a nation to lean on when no other country believed in our foreign policies and a friend in a region where everyone hates you so much that they burn your country's flag.

Good bye friend; it was fun knowing you.
SUNEL JOSEPH

Ritterbush Responds

(A copy of this letter was sent to the RF by Ms. Ritterbush, Director of Art.)
To The Advanced Photography Class:

By cancelling the senior photography trip to the Mapplethorpe exhibit, I exercised my right to say no, for which expertise I am paid. That decision was based upon the fact that the Mapplethorpe executor has seriously mis-used and abused his privacy powers by exhibiting a portfolio which may or may not have been intended to be shown. The ICA furthered this privacy invasion and received much wanted attention and attendance. Beyond this I do not feel as if I were the guardian of the young nor moral censor, nor an insult was intended. I regret that students mis-took this cancellation so personally and it in no way reflects upon the photography teachers or upon Mapplethorpe's body of work.
RITA RITTERBUSH

LETTERS

Wasserman Grateful

Dear Editors and Writers:

You have honored me with your last issue of the Register Forum. When Karen (Rice) called last month I was so busy I didn't think much about the article. Imagine my surprise and amazement when I received the issue. I can tell you that it is wonderful to have folks I greatly respect give me time and space and recognition. I guess that's the best part, realizing that folks appreciated my contributions. Sometime educators get frustrated - working very hard and wondering if their effort makes a difference. Your acknowledgment in the RF makes a big difference to me. Keep me on the mailing list. I love reading your great paper! Thanks for everything.

Fondly,
ELSA WASSERMAN
(Principal, Chelsea High)

Security on Saturday

(A copy of this letter to Mr. William Mangan, Assistant Principal for Management, was sent to the RF)

Dear Mr. Mangan:

I am taking the liberty of writing to you in order

to remind you, once again, that because of so much violence, swirling around our community and school it is absolutely necessary, imperative and of the utmost importance that no school personnel/staff be allowed to come into the school on these days (during the administration of the College Board - SAT and ACT Test), irrespective of the reasons stated. Also, no visitors or administrators other than the proctors should be admitted to the testing rooms, unless they have proper ETS identification or authorized by me. This visit - regardless of how innocent it may be, is totally inappropriate - and could, indeed, invalidate the test in the eyes of the College Board. Moreover, when the doors at the Cambridge Rindge and Latin School are locked at 8:30 A.M. by the security people, here again, nobody should be permitted to gain access and, thus, disturb the test administration procedures.

Because the well-being and well-fare as well as the order and the security must be maintained at the test center, I, therefore, demand for all concerned absolute and unconditional adherence to these very simple but crucial rules.

DR. SAMUEL R. FRAMONDI

The opinions expressed on these pages are those of the writers and not necessarily those of the staff of the newspaper or the administration of the school.

Soviet Build-up Necessitates U.S. Military Remain Strong

The recent changes in the Soviet Union and eastern Europe have prompted many to call for massive cuts in military spending. This idea is both foolhearty and dangerous. Those who champion the so-called "peace dividend" do so with a blatant disregard for two facts. Admittedly there has been progress towards peace between the U.S. and the U.S.S.R., but this slight progress should not spell the end for a strong U.S. military.

While it is popular to declare Mikhail Gorbachev a saint and proclaim peace with the Soviets, militarily, little has changed. In 1989, the year the Berlin Wall fell and eastern Europe was freed, the Soviets produced 140 new ballistic missiles. In the same year the U.S. produced 12. In addition to simple increases in quality, the Soviets continue

to modernize their strategic nuclear arsenal. Specifically, modernization was continued on the SS-18, their fixed silos, 10 warhead ICBM. The most recent SS-18 are better equipped to destroy American missiles in their silos, an obvious prerequisite for a first strike weapon. In addition, the Soviets are building the new SS-24 and SS-25 missiles. Both are mobile: the former road mobile and the latter rail mobile.

Along with these offensive developments, the Soviets continue to work on a space-based missile defense as well as anti-satellite capabilities. This seems to be a sufficient case for continued military spending.

When presented with such evidence, "peace dividend" supporters argue that while they modernize their arsenal they're becoming more and more our friends.

They argue that it is clear that the Cold War is over and Gorbachev has brought us to a new age of friendliness. Nothing could be a less persuasive case for military cuts.

There are two reasons why this logic fails. The first involves Mr. Gorbachev. His position in power has never looked as unstable as it does now. He faces internal dissent from all sides, the nationalists, the hard liners and the reformers. It is looking increasingly likely that he will soon be removed from power. The resignation of his Foreign Minister, Eduard Shevardnadze, provides compelling evidence that Gorbachev's position is precarious. Deciding the fate of our military strength based on his foreign policies would be a farce.

The second reason is simple military planning basing policy on capabilities. It

is far safer to base our decisions on things we can be sure of. We must examine Soviet military capabilities and go from there. Allowing our national security to be decided on the basis of predictions of Gorbachev's intentions would be a grave mistake.

Give the unclear situation between the U.S. and the Soviet Union it seems best to err on the side of caution. Being cautious now may kill the "peace dividend" and cost money, but to plough ahead with a massive demilitarization may cost us much more than money.

BROOK DOOLEY

Co-Editor



OP ED PAGE

Don't Dump On Republicans

Former Editor Responds To Article In Last Issue

By Erik Black (C.R.L.S. '90)

Having lived in Cambridge for ten years, I've been subjected repeatedly to the notion that Democrats are wise and caring politicians who just want to help everybody, while Republicans are sniveling, greedy, corruption mongers who enjoy watching the poor suffer. A commentary I read in the last *Register Forum* seemed to perpetuate this idea.

In a nut shell, it said the Republican party is a party of greed, while the Democrats are people with ideas. The first part implies that all Republicans are in the game for the money, while Democrats have no desire for material gain. The second part makes no sense whatsoever. Do Democrats have a monopoly on the process of plan making? In trying to swallow these two remarks, I had a sudden desire to throw up in utter disgust. The statement that the Republicans embody greed and materialism was in no way substantiated by the twisted evidence given. The importance of the creation of the National Bank of the United States was completely overlooked, while claiming it only benefited the wealthy. How totally untrue! The bank was entirely necessary to establish sound credit for the United States, without which foreign investors would have not risked their capital in a fledgling country. The bank unified the States, and through enlarging business, created jobs for the people. One of the bank's greatest opponents, Thomas Jefferson, realized the importance of it, and as President did nothing to disincorporate it.

The author uses Franklin D. Roosevelt's name as if he was champion of the Great Depression. The fact is that FDR's pragmatic approach to government did little to help solve the problem of rampant unemployment. It was not FDR who saved the day; it was WWII, which almost immediately provided total employment to the country's workers, and saved the President's butt.

As far as social awareness goes, the Republicans are one up on the Democrats. Guess who supported slavery? Yep, the Democrats, while the Republicans under Lincoln fought for the freedom of slaves and the maintenance of the Union.

But all that is water under the bridge, and is essentially useless when trying to evaluate the two parties today. Let's face it. The Democrats are as greedy as anyone; they control Congress, and they have repeatedly approved pay increases for themselves. To say they are just for the rich makes paramountly little sense, in lieu of the fact that if only the minority rich support them, they would not have won the majority vote in the Presidency race. I am not rich, but I would vote for a Republican over a Democrat almost all the time.

The main difference I perceive between the two parties, is that the Republicans are for less government interference in business while the Democrats believe the government should be more involved in dealings with business. The statement that the Republican party is the party of the rich points out fundamental ignorance of economics, and is dirty politics on the part of the Democrats.

One last thing I would like to point out is that there are more than two political parties, and in this past election an independent won a governorship. There is the American Independent Party, and the Libertarian party, the Peace and Freedom party to name a few. People should carefully research all options before committing themselves to a party. And more importantly, all able voters should vote even if they know their vote is not going to the winning side. Your vote not only establishes who wins or losses, but creates a consensus by which those in government will know if they have your support or not.

Mandatory Prayer: Send It Home

Separate. As separate as oil and water. That is how the Church and State are to be in the United States. So why do some people still insist on having prayer in schools?

"Congress shall make no law respecting the establishment of religion" That is what it states in the First Amendment of the Constitution of the United States of America. Because the school is part of the state it is thus part of the government, and since the government cannot make laws regarding religion, it seems obvious that they cannot make a law regarding mandatory prayer in schools. It would be mixing the church and the government. The government has already decided on this. *Engel v. Vitale* was a 1962 U.S. Supreme Court case. Included in its ruling the Court decided that prayer in public schools violates the First Amendment.

Some school who have prayer allow students to leave the room for that period of time. This is discriminatory, separating out certain students. As John Stinson, director of the Manitoba Association for Rights and Liberties, put it, "It is usually kids from visible minority families who choose to opt out- kids who are often singled out anyway- and it is very harmful to them."

Another objection to mandatory prayer has to do with those actually praying. U.S. Senator John Danforth, an ordained Episcopalian priest, had this to say on that issue, "Prayer should not be cheapened. A classroom period of prayer for school children from diverse religious backgrounds might sooner inspire boredom or even giggling, than reverence."

Many people believe in the U.S., as they do in Canada, that mandatory prayer violates the multicultural nature of most public schools. It does this by separating out the cultures that do pray from those that do not. This can put a strain on the students.

It seems necessary that a law be made against mandatory prayer to make sure future generations don't make the same mistake; but most important is the fact that religion generally comes from one's home and thus, if parents want their children to have some religious education, then it should be taught at home.

BEN PETERS

Let's Have A Vote On Hats

You should be able to wear a hat in school because there is no rule that says you can't. In the school regulations it does not state that you cannot wear a hat during school hours. Some teachers allow it but others do not. No Constitutional right is being violated. In the Constitution does it state that no one is able to wear a hat in any public building? No, it does not state that, so we should be able to wear hats.

In other schools across the country, there are dress codes, but the children are protesting against them. They are wearing what they want and are being sent home to change although I hear they can wear hats. It is outrageous that teachers say you can't wear hats because gangs pick out certain hats to represent them, and that kids are putting drugs in the inside brim of the hat. It is not fair to assume that this is why everyone wears hats.

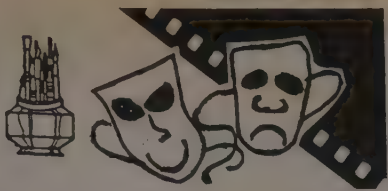
Is it a sign of respect to take your hat off while entering a building? Maybe twenty or thirty years ago it was a sign of respect but not so much now. Most kids nowadays do not feel that it's disrespectful just because they don't remove their hat. They just want to be able to wear what they want to wear. The teachers make a big deal about it so more kids are wearing them because their teachers are telling them not to. A lot of the kids just want what they can't have. A lot of the times it might do more harm than good to make a big deal about something that is not really important.

A solution to this problem would be to have a meeting and have a vote on this issue and see how many people want to wear hats and see how big of an issue it really is.

ROBERT GRAHAM

Our congratulations to the U.S. History students of Mr. Smeed who submitted several articles that appear on these pages.

ARTS PAGE



Museum on Stage at C.R.L.S.



Elina Kari photo

An Original Story

By Amy Johnson

Where am I? I don't even know how I got this grey and lonely place. It's so foggy. I can barely make out my feet as I walk along what my instincts tell my is a short path.

...I don't like it here. Is there away out of here?

"Is there any way out of here?" I cry. I trip and hit the cold ground, my voice still echoing above me. My hands wildly explore the surface, in search of what may be an answer to my question. I grab a heavy block and pull it into view....It's....GOLD! A bar of Gold...This is my key out of this God-forsaken place!!

"I found it!...Hello?...I found it! What now?!"

"Huh!" I gasp as I feel coarse fur brush against my knee.

"Wha--Who's there?" I shutter.

The fog clears up significantly, and I see what appears to be a large, white feline staring at me.

"What are you waiting for?" I hear, but it's mouth doesn't move.

I follow it in silence for a while, the gold bar seems to be getting heavier. My body aches...

"Are we almost there?"

"What do you mean, almost?"

I raise my head to find a tall man in a uniform looking at me with a straight face. He is guarding an enormous wooden door. The cat vanished.

"Is this the way out?"

"There is no way out of your mind."

"...Then what's behind the door?"

"Echo"

"Clarity. The other side."

"I want to go there. Can I go there?"

"What can you offer me?"

"This...this gold bar."

He laughs. "That. That is a trophy of your own clumsiness. It is a burden to you."

I look down at the bar; it sifts through my fingers as sand, and disappears into the dense fog at my feet.

"What do you possess that is of value?"

"...I have released my burden....and my hands are empty. I possess..." my gaze returns to him, "Clarity."

The guard steps aside, and the door blows open, the warm wind carrying me through the door and into the bright, open air.

I look around me, there is not a wall, roof, nor floor in sight. I am floating...I sigh...bliss.

An Original Story

By Ben Schlaver

Sid Selurnatas slithered his way out of the shower early one morning, in the not-so-distant future. His current snake-like bottom half was the result of a genetic experiment that failed.

One year earlier, researchers started experimenting with chimeras. A Chimera is a half-man-half animal. Combining all the popular animals with volunteers, they had mixed results, all of which have died. There were half chickens, half horses, half fish, half cows, and half-most other animals. The only one that seemed to live and function properly internally and with the outside world was Sid Selurnatas.

He had the upper torso of a human, and from the abdomen down was a snake. Now, of course, his lifestyle changed. He started going after small rodents and swallowing them whole. His voice acquired a wispy slither, and he started sleeping in a tree.

Sid lived his life outside the Zillertal Research Center (where many strange new ideas form, including the Chimera project) as a cripple in a wheelchair. He placed a blanket on his snake-like lower body, and hid in fear of being thrown into a circus as a freak. Life was going fine for Sid. He had learned how and what to eat and how to move effectively. He had the situation under control. Until one day...

While relaxing in his Personal Chillbag Massage Unit, he started feeling light headed. He rubbed his head and then his arms, and his pale skin peeled up as his

"Chimera"

hand moved along the arm. He felt refreshed as the cool air touched his fresh skin. He peeled more and more, and the skin kept coming. Soon, he could start to see blood moving in his arms, but skin kept coming off.

The amount of skin coming off of Sid frightened him, and the pain was excruciating, but he kept peeling. Forcing himself to stop, he grabbed for the phone, quickly dialing Dr. Zingchow at Zillertal. Frantically he explained what was going on, and a private ambulance was at his home within minutes.

That night, at Zillertal, Sid awoke in a dark room surrounded by wires and tubes. He looked down at his body, or what was left of it. He saw his glistening white ribs slowly rising and falling to the beat of the lungs inhaling and exhaling under the rib cage. He could see his heart slowly pumping blood throughout his system. His intestines lay across his abdomen, spilling onto the bed. The rest of his organs sat still upon his torso and the bed. He turned his skull and looked at his arms. They were simply bones with parts of tight muscles strung about them.

In all of human instinct, losing skin as a result of shedding like a snake, is nowhere to be found. So, you can imagine the flaws in Sid's lifestyle. Dr. Zingchow managed to skin-graph enough skin to hold major organs in place. Sid could not move of course, but at least his organs were not lying about the rooms.

Sid lived a good two years in his vegetable state. He did have the ability to recite the television programs like he knew the back of his hand, plus he took up reading. But, one spring day, part of his skin ripped, and his lung slipped onto the remote control, puncturing it. Sid was quickly rushed him into an emergency room, where he died miserably. Two weeks later, a janitor found his liver and spleen in the linen closet, where they had flown as Sid was being rushed around a corner.

Why Not Write For The Next Register Forum?

Insecto The Super Bug By Ronald Gittens



Strong enough to lift up
the Empire State Building

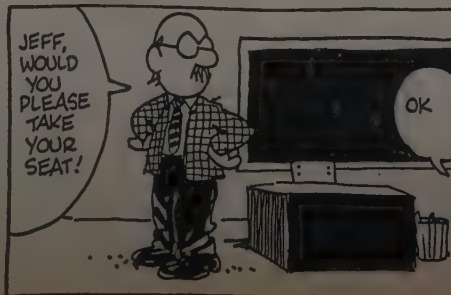
Invincible against
any type of insect repellent

Able to survive
without food
for an eternity

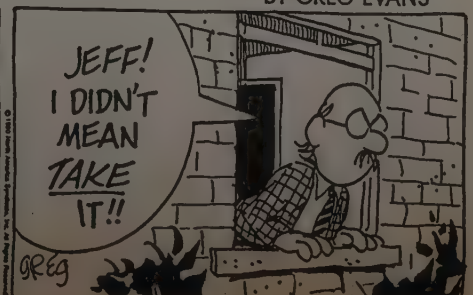
Only eats
at boredom's will.



FOGARTY



BY GREG EVANS



Play Review

Museum Made Us Believe

By Amy Rivera

The Fall Show *Museum* was outstanding this year. I found that I really felt as if I were in a museum. The play focused on the closing day of a bizarre exhibit done by several alternative artists. The art works that were used were completely original and very imaginative. Casting was well selected; everyone was perfect for their role. The wide range of personalities and opinions expressed in the play kept it interesting and fluid.

Dan Thompson, who played the museum guard kept me laughing even when he wasn't downstage saying anything. What I really liked about his performance was his ability to portray a museum guard quite accurately. He even came out on stage before the show, and started to take on his role while people in the theater looked at the artworks on stage. It gave me a chance to feel like a part of the production - a nice change from most plays I've seen, where you just sit around and wait impatiently.

Another shining character was Amber Mayes, who played Tink, the close friend of Agnes Fog, one of the artists on exhibit at the museum. Her words were always clear and on cue. Her acting abilities undoubtedly showed in this performance. She was serious, and funny, and neither of the two emotions were ever overplayed. Amber made me believe in her character, and I found her to be my favorite. She was just so mysterious and moved well on stage.

The play touched upon controversy, fame, ridicule, and even personal aspects towards the artists life - all of which are common topics in the real art world.



Students prepare their make-up for the opening of C.R.L.S. Drama Department's successful play, *Museum*. (Elina Kari photo)

TOP POP ALBUMS Date 12/22/90

- 1. To The Extreme.....Vanilla Ice
- 2. Please Hammer Don't Hurt 'Em..MC Hammer
- 3. Immaculate Collection.....Madonna
- 4. Mariah Carey.....Mariah Carey
- 5. I'm Your Baby Tonight.....Whitney Houston
- 6. Some People's Lives.....Bette Midler
- 7. The Simpsons Sing The Blues.....Simpsons
- 8. Wilson Phillips.....Wilson Phillips
- 9. Rhythm Of The Saints.....Paul Simon
- 10. The Razors Edge.....AC/DC



VIDEO RENTALS--week of 1/12

- 1. Another 48 Hours
- 2. Total Recall
- 3. Bird On A Wire
- 4. Hunt For Red October
- 5. Pretty Woman
- 6. Back To The Future III
- 7. Cadillac Man
- 8. RoboCop II
- 9. Gremlins II The New Batch
- 10. Betsy's Wedding

BOX OFFICE LEADERS weekend of 12/28

- | | | |
|----|---------------------------|----------|
| 1 | Home Alone | \$25.1 M |
| 2 | The Godfather Part III | \$19.6 M |
| 3 | Kindergarten Cop | \$16.3 M |
| 4 | Dances With Wolves | \$11.9 M |
| 5 | Edward Scissorhands | \$9.3 M |
| 6 | Look Who's Talking Too | \$8.7 M |
| 7 | Three Men & A Little Lady | \$7.2 M |
| 8 | Mermaids | \$6.2 M |
| 9 | Misery | \$6.1 M |
| 10 | The Russia House | \$5.5 M |

NEILSON RATINGS at week's end 12/30

- | | | |
|----|----------------------|----------|
| 1 | 60 Minutes | CBS 23.3 |
| 2 | Cheers | NBC 16.6 |
| 3 | Full House | ABC 16.4 |
| 4 | The Cosby Show | NBC 15.8 |
| 5 | Family Matters | ABC 15.7 |
| 6 | Murder, She Wrote | CBS 15.7 |
| 7 | A Different World | NBC 15.2 |
| 8 | Unsolved Mysteries | NBC 15.2 |
| 9 | Funniest Home Videos | ABC 14.4 |
| 10 | The Golden Girls | NBC 14.4 |

TOP TEN
LISTINGS TAKEN FROM
FROM BILLBOARD

Mapplethorpe Is Brave, Daring

Recent events have forced us to decide whether or not art in modern society is obscene. There are no absolute answers, since firsthand, the definition of obscenity is unclear, and secondly, art itself varies among the individual's taste.

Consider the photographs of Robert Mapplethorpe from "The Perfect Moment": the controversy is about his subjects, which are eroticism and sexuality. They are nude or semi-nude portraits of men, women, and children in provocative situations. Virtuosos and critics of the art world call them either a re-interpretation of beauty or a stark vision of a gifted man. Whatever the case, they are disturbing, but they are not obscene to me. Personally I think Mapplethorpe was an obsessed pervert, but we cannot argue that his work is high-caliber stuff. It is obvious that he has talent and has spent at least a fanatical time in his artwork. Pornography, on the other hand, is often cheaply made, and that is the difference.

So why are there so many trying to ban this type of art? The bottom line is not whether or not art is labeled obscene, but how are people treating it.

Art is a generalized term used to categorize the "other products" produced by culture. But this category is too broad, and these "products" tend to merge with the industrial products. Therefore, there are many definitions of art; it can be a painting, a photograph, a statue, a high-tech building project, a Chevy sedan, or even an electric toaster. Art is anything that represents, relates,

communicates, or educates the human being and society in general.

When we see a picture of something familiar, that is within the boundaries of morals and conventionality, we get moderate satisfaction out of it. But when we see something familiar with a slight twist to it, or something new by alternating the old, we are tickled by it and say "hey, now that's art!" Slight changes in vision that skids around the border, usually, are well appreciated by the general public. There is natural tendency within us to be a little different than the person next to you.

However, when we see something that is too far ahead of our time, like playing Iron Maiden in the 1950's, it will contradict what is normal and proper, and eventually it will offend us. The need to be different these days, I'm afraid, is so intense that we are desperate to do whatever it takes, and sometimes being obscene is the only alternative.

That does not necessarily mean that Mapplethorpe created his work out of desperation. Like Warhol, Picasso, and Van Gogh, Mapplethorpe and other artists believe that these so-called moral boundaries are getting too confined for this ever-changing society, and have dedicated their lives to avant-gardism. The trouble is, eroticism and sexuality just happens to be the topics, and censorship automatically comes in play.

The major excuse from the pro-censorship people is the protection of children. But seriously, how many eight year-olds ever enjoyed going into a fancy art gallery? And compared to skin

magazines, works like Mapplethorpe are not even close to being hot stuff. The real reason for the pro-censorship right-wingers to attack is that the artists have insulted the very repressive people they have intended to insult. But, according to history, all these people who have tried to censor anything will be the laughingstock of future generations.

I give credit for these artists to be this brave (or pompous, whatever you call it) and daring.

JASON HUANG

Alone With Love
By Ronald Gittens

Here coming down
turn back around
to the corner

walking down
the street alone

wish you were here
wish you were near

come closer
let me whisper
in your ear

imaginary conversation
with nobody

walking down
the street alone

don't really need to suffer
person away
far away
but love
makes us feel like
we're together.

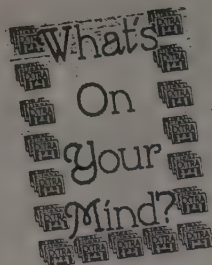
History Students Compile Book For Writing Assignment

By Virginia Winny

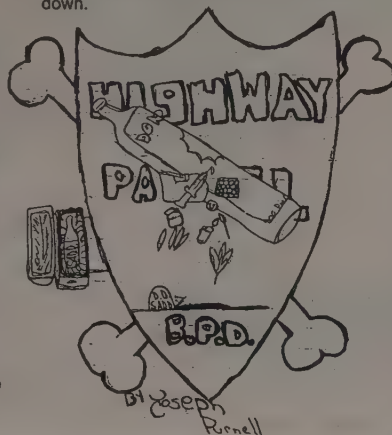
The students in Mr. Smeed's U.S. History class composed essays about some current issue they had strong feelings about. However, they could only represent one side of the issue - the side they felt was morally, ethically or religiously right. They chose topics ranging from national issues, such as abortion or women in combat, to ones closer to home, like wearing hats in school, and not being able to eat at Angelo's. The students were asked to pick issues which they felt quite concerned about, to stimulate their emotions, in hope that they would come through in their work. If you read them, it is obvious that these people felt very strongly about their issues and the beliefs surrounding them.

A particular opinion had to be backed up by a rampage of facts that could be used only to the advantage of the particular stand that the student chose to take. Facts were obtained for the most part from newspaper and magazine articles, though some, mostly those who chose topics relating directly to our school, used interviews and school regulations. Also, students were asked to take a direct quotation from the U.S. Constitution to prove that their perspective and point of view was the correct one.

The point of the assignment was not only to get the students involved in some



current issue they felt strongly about, but also help them to master the fine art of argument, with not just "luff" but hard-core facts that could not be broken down.

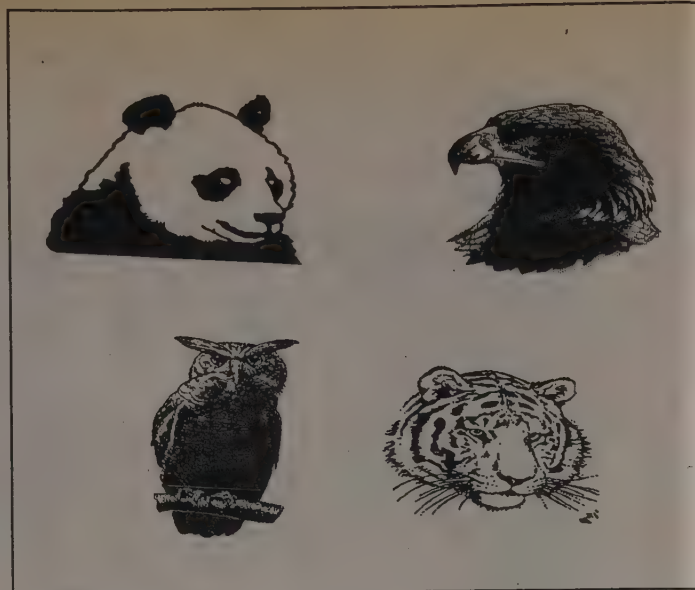


Princess Hnd of Saudi Arabia met with students and staff recently. (Ben Schlaver photo)

Fire Fund Established

In the spirit of helping one another, a fire relief fund has been established to assist Ms. Barbara Hickey, secretary in the S.S.C., after the tragic pre-Christmas house fire in which all belongings were lost. If readers would like to contribute to help defray Barbara's losses, donations may be made to "The Barbara Hickey Fund, c/o The Cambridge Teachers Federal Credit Union, 459 Broadway, Cambridge, MA 02138.

Dr. McLaurin, Assistant Principal for Students and Policy has expressed thanks, in advance, everyone's "generosity in this deserving effort."



Another Look at our Environment

Is This The Living Dead?

By Ethan Nasr

"The living dead." No, it is not a cheap horror movie, but rather a name given to species of animals that are facing extinction. That animals are being called the living dead since they are endangered. Nothing too significant is being done to stop this, however.

While extinction occurs as a result of hunting, overfishing, pollution etc., most of the deaths arise from the deforestation of the rainforest. The species that live in the rainforests die when their

environment is destroyed. In fact, 100 species die each day. The rate of extinction is 1000 times that of the natural evolutionary pace. With deforestation comes the destruction of millions of life forms. While the rainforests cover only 7% of the earth's surface, they hold between 50% and 80% of the planet's species. The tropical forests are being destroyed because poor counties such as Brazil need the money to pay off international debts as well as feed their people. They are just underdeveloped nations trying to survive but they are murdering species to do it. Big greedy companies looking for cheap labor and cheap land exploit these poor nations.

For us to stop this extinction we need to reduce the debt burden on these poor countries. Trees can be cut selectively and still yield profits. We cannot ask them to pay off their debts and preserve their forests at the same time. The forests contain ingredients for 25% of all pharmaceuticals in the U.S. Furthermore, millions of plants and animals have not even been discovered yet. As biologist Daniel Janzen said. "It's as though the nations of the world decided to burn their libraries without even bothering to see what is in them."

The problem behind the problem is that people do not care if plants and animals become extinct. In general people do not tend to see the whole spectrum and think only of the immediate future. These

endangered animals may hold vaccines to now incurable disease such as cancer, leukemia, and AIDS. Furthermore, some of these animals have been around for millions of years and within their genes they hold hard-won lessons of survival which we could benefit from. In addition these animals are a part of a delicate food chain. Once they are extinct, there absence will upset the food chain and lead to further extinction of other animals. Likewise, humans become endangered as animals become extinct.

Extinction goes on around the world though. The Chinese Panda Bear, the American Bald Eagle, the Northern Spotted Owl, the Asian Snow Leopard, the African Elephant, all face extinction because of excessive hunting. Norman Myers described extinction as "The death of birth." It is imperative that humans realize that we can not continue to kill off these species for we are killing off ourselves. Remember: Extinction is FOREVER!

TIE ONE ON

FOR

S.A.D.D.

Students Against Driving Drunk

President: John Crossman
Vice President: Brian O'Connor

If you wish to cut along the line, place this label on your classroom or office recycling box and/or door.

PAPER FOR RECYCLING HERE

Around Cambridge Rindge & Latin

Debaters Excel in Tournaments; Head For Tourney of Champions

This year's Debate Team has been experiencing its best year ever and there's still much more to come. With more organization, coaching and money, the team has been on a tear through the northeast circuit. On both the varsity and novice levels, Cambridge's power is being felt at every tournament.

Our top varsity team - Luke Sullivan and Brook Dooley - has advanced to become one of the premier teams around. Through seven tournaments, Dooley and Sullivan have compiled an impressive 30-9 record in preliminary rounds. The two had their most successful tournaments at the UMass tourney in November and at the Hendrick Hudson Tourney in December in upstate New York. At both tourneys CRLS was undefeated in preliminary rounds before suffering final round defeats. The high finishes qualified them for the Tournament of Champions in Lexington, Kentucky, to be held in May.

Both Sullivan, an Academy senior heading for M.I.T., and Dooley, an Academy junior, attended summer debate programs (Sullivan at Dartmouth

and Dooley at Georgetown) where they prepared for this year's topic.

C.R.L.S.'s other varsity squad consists of senior Ned Scannell and junior Jason Waters, the former, a first year debater and the latter a third year member. Both attended the UMass Tournament earlier this year. Waters attended a summer program at U.Michigan and plans to attend another program this year.

The team's novice contingent consists of two teams: Aisa Jackson-Soms and Ronndylwa Bynce as well as Clay Ward and Dan Evans. The two teams have competed at several tournaments this year including the Lexington (MA) Novice Open and the Hendrick Hudson Tournament. Both squads have shown real potential and look to be CRLS stars of the future.

The team is coached by Brian Brooks and Jay Wexler, both Harvard seniors. The two debated in high school - Brooks for Pueblo East H.S. in Colorado, and Wexler for St. John's Prep in Danvers (MA), and briefly for Harvard. It's clear that the team's success this year is due in large part to the coaching of these two. Not only do they coach and run the weekly meeting, but they also drive to all the tournaments and judge.

Debate involves two person teams debating a national topic for the whole year. The topic is stated in a resolution form. This year's resolution is: Resolved that the United States should significantly increase space exploration beyond the Earth's mesosphere. From round to round a team either affirms, supports or negates, rejects the resolution. The debates, each lasting an hour and a half, involve extremely fast speaking and evidence, quotes from books, magazines or newspapers used to back up arguments.

Teams compete against each other at tournaments attended by between 10 and 70 schools. Each school may bring several teams, two person squads, so there may be close to 250 teams at some tournaments. In addition to previously mentioned events, CRLS has traveled to North Carolina and to Illinois. Upcoming tourneys include Lakeland, NY, Lexington, MA, Mandesin, MA, Emory, GA and the Harvard Tournament to be held here at CRLS.

People interested in joining the team for the 1991-92 season may speak with one of the above mentioned students or show up at the team's weekly meeting, held Tuesdays at 6 P.M. in room R227.

Senior Class Officers
Sally Serphine, President
Anthony Mazzei, Vice President
Sandra Greene, Secretary
Paul Smith, Treasurer

Junior Class Officers
John M. Youte, President
Jessie Acevedo, Vice President
Rebecca Morin, Secretary
Michele Scott, Treasurer

Homework Is Fun!



Gretchen Sennott enjoys reading

Students Eat And Learn

By Raisha Vaidya

In November, the Fundamental School held a pizza party for seniors. It was held during the activity period. Seniors received information on SAT's, Achievements, and the services of the Career Resource Center, Writing Center, and Jobs for Bay State Grads as well as a manual that helps students make their college plans.

The spokespeople at the party were: Dr. LeGendre, Assistant Principal, Mr. Sennott, Guidance Counselor, Ms. Robinson, Guidance Counselor, Ms. McCabe (C.R.C.), Mr. Riordan (Writing Center) and Mr. Ramirez (Jobs for Bay State Grads). The students found the information very helpful.

C.R.C. Is There For All Students

By Raisha Vaidya

The Career Resource Center, known popularly as the C.R.C., assists students in making college and career choices. The techniques that are used are mini courses, speakers' bureau (college and careers), job shadowings, and student-parent information nights and financial aid sessions.

The C.R.C. provides students, parents, and teachers with various resources such as the Occupational Outlook Handbook, The Dictionary of Occupational Titles, scholarship and financial aid information, and college videos. The C.R.C. also has representatives from two and four year colleges, business and trade schools as well as the military.

The Center has a computerized guidance system (GIS) which can be used to find current information on schools, occupations and scholarships.

Law Students Have Filed Bills

By Gail Rock

At the last Law Club meeting, Mr. Bruno explained to the club members that were present about the bills, ideas, petitions, that were sent for consideration by the State Legislature and Governor of the Commonwealth. The bills deal with subject matter that we hope appeal to club members.

It is the responsibility of each Law Club member to review each bill and then formulate ideas supporting or rejecting the bills which are of interest to each member. Consideration will be given to the following:

- 1) No job applications shall ask the question relative to the applicant ever having been an adjudicated delinquent (i.e. been in trouble with the law).
- 2) There shall be a 10 minute exit allowance for garages charging a parking fee.
- 3) No court costs shall be charged to an acquitted defendant.
- 4) Arresting police officers must appear in person at the hearing.

The officers of the club hope that each member will take time to understand and think about the listed bills so that each can be prepared to effectively present his/her opinions.

Do you have to write a paper?
Do you want to get an A?
Do you need some help?

COME TO THE WRITING CENTER!

Get help from a peer.
No problem too big (or too small)
No question too stupid.
We are here to help

COME SEE US
IN THE
WRITING CENTER (A308)
ANYTIME.

Class of '91 Notepad

Seniors Choose Locations Of Prom, March Trip

By Maria M. Santiago

Hey, pack your bags and put on the sun glasses because the Senior Class voted Cancun, Mexico for the location of this year's trip during March (22-25). That's not all. Did you know where the Prom is going to be held? At the Marriott and from what I heard we might have a very well known A.M. radio station D.J.

Don't call it gossip, but on January 18th, there's going to be a multicultural dance sponsored by the Senior and Junior Class and if you are a member of any particular club, talk to your advisor about reserving a spot with the Senior Class. Details will be given to the advisors.

On our last dance, M & M was rocking the house like we've never had it rock before. So, if you missed the first or second dance, don't miss the multicultural dance because this time we will jam in your own culture's rhythm.

For those of you who are wondering about the dance that was cancelled on December 14, well, I heard that it was because of the basketball game being held on the same night. So, if you heard some other gossip here are the facts.

If anybody has questions or suggestions, come to the SSC during activity periods. The Senior Executive Class is always there and ready for action. Oh, I almost forgot. If you want to be better informed about Senior events, then you have to get to the assemblies or pick up the *Did You Know*.

Fundamental plans to have ■
Financial Aid session on January 13th.

Last Chance for a Yearbook!!

If you want a yearbook, deposits are required now!

Bring \$20 (Cash, Check, or Money Order) to A310.

Also, keep your eyes open for a mailing regarding Baby Pictures.

All's Quiet At The C.R.C.



An Advice Column

By R. F. Falcon

Dear R.F. Falcon

There's this girl in school that I am absolutely in love with. She is the most beautiful girl I ever laid eyes on. Problem is, the only thing I know about her is her name. We've never talked and I don't even think she knows I'm alive. This is beginning to get really out of hand. What should I do?

FRUSTRATED FREDDY IN FUNDY

Dear F.F. In F.

The first thing that you need to do is realize that what you're experiencing is a crush. You also need to recognize that it's not love, but another emotion often mistaken for love called infatuation. You say you've never spoken to this girl, so you can't know her. How can you love someone that you don't know?

Trust, understanding, caring are all

factors of love and you really can't do those things with someone you don't know. It's as simple as that. You are obsessed with this girl because of her looks and you are "in love" with the person you imagine her to be. Once you do get to know this girl, there's a strong probability that she won't turn out to be the person that you imagined. Thus, you will not like her at all.

Looks fade, but personality doesn't. You'd be better off diverting your energies towards a girl that you can truly know, spend time with, and relate to. That's not to say that this girl can't be all of these things, but the point is that you need to find out. The only way to do that is to approach the girl yourself, or have someone else introduce you. That way you can talk to her and find out for sure what she's really like and base your actions from there. Best of luck!

(Submit questions in a sealed envelope to R.F. Falcon, c/o A211.)

Favorites, Special Thoughts Highlighted in Student Spotlight



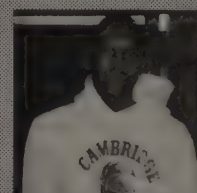
Nelson



Danya & Sally



Ben



John

NELSON PAIVA

Grade 12 - The Academy

Subject: Math

Extra-curricular Activities:

National Honor Society

Music: Rap music, N.W.A. Public Enemy

Food: Pizza from Papa Ginos

TV Show: "Married With Children"

Movie: "The Godfather"

Likes To Do On Weekends: "I like to go out and chill with my friends. We cruise around, eat food, and see movies."

Thoughts on the Future: "I plan to go back to Portugal and go to the university to become a scientist. I'd like to travel a lot and someday drive a Lamborghini."

Thoughts on Rindge: "Awesome, beautiful, different."

Pearls of Wisdom: "Don't use drugs and let school be the first priority."

DANYA FERRARO

Grade 12 - House A

Subject: Math

Extra-curricular Activities: Varsity soccer, part-time job

Music: Ice Cube, X-Clan, Poor Righteous Teachers, Dee-Lite, Madonna

Food: Pizza

TV Show: In Living Color, The Simpsons

Likes To Do On Weekends: "I like to go out with my friends, talk on the phone, and eat pizza."

Thoughts on the Future: "I want to go to the University of Virginia or maybe Columbia. I'm interested in psychology and writing."

Thoughts on Rindge: "One of the things I like about Rindge is the fact that it's so culturally diverse. I think we need to be grateful for that. I don't like the lack of respect sometimes used by the administration when dealing with students. They need to listen to us more."

Pearls of Wisdom: "Always reach for what you want in life and don't let losers get in your way or put you down."

SALLY SERPAHIN

Grade 12 - Fundamental

Subject: Science

Extra-curricular Activities:

Part-time job, soccer team, Senior Class President, S.A.V.E., B.S.U., French Club, Science Team.

Music: Rap and house music, L.L. Cool J, Public Enemy, Dee Lite, Mony Love, Queen Latifah

Food: Sausage Pizza

TV Show: In Living Color

Movie: "Do The Right Thing"

Likes To Do On Weekends: "I like to go to parties, hang out with friends, and spend time with my family."

Thoughts On The Future: "I want to go to Columbia and become an obstetrician. I want to live a life that is influential on others. I want to make an impression on society before I die. I want to drive a pink Mercedes."

Thoughts on Rindge: "I think that the teachers and students need to communicate more on an informal basis. The discipline techniques here need adjustment. I also think teachers and administrators need to respect students more."

Pearls of Wisdom: "Knowledge and understanding are the key."

BEN ROBINSON

Grade 11 - Leadership School

Subject: French

Extra-curricular Activities: Cross country, Track

Music: Reggae music like Shabba Ranks and Gregory Peck

Food: Spaghetti and meatballs

TV Show: Parker Louis can't lose.

Movie: "Akira", a Japanese cartoon film

Likes To Do On Weekends: "I like to hang out with my friends and go running in the country."

Thoughts on the Future: "I want to go to an Ivy League college, then law school. I'm going to become a lawyer and buy a Maserati."

Thoughts on Rindge: "I like all the diversity here and all the different programs available to students."

Pearls of Wisdom: "Do your homework and get good grades."

JOHN YOUTE

Grade 11 - Fundamental School

Subject: U.S. History

Extra-curricular Activities: J.V. Basketball, School Newspaper,

S.A.V.E., Work Study, Haitian Club, Junior Class President

Music: Almost all music. Kenny Rogers, cultural music, BDP

Food: All food

TV Show: "In Living Color"

Movie: "Dances With Wolves"

Likes To Do On Weekends: "I like to go out with my friends."

Thoughts on the Future: "I plan to continue playing basketball and go to college. I'm interested in psychology and journalism and I may like to be a political leader someday."

Thoughts on Rindge: "It's an exciting school to be in. I love the diversity, and I enjoy coming here and seeing all my friends."

Pearls of Wisdom: "There are people out there who are going to try to put you down and stand in your way, but don't give up!"

Students, teachers, coaches, or administrators who want to nominate a student for a future SPOTLIGHT should speak to any RF staff member.

Photos and interviews by Kirsten Andelman

FALCON SPORTS

See The World With International Sports Exchange

Tennis in the Soviet Union. Ice hockey in New Zealand. Volleyball in Spain. Golf in Australia. Water polo in Germany. These are just a few of the sports and destinations offered to teen athletes through Sport For Understanding Exchange (SFU).

SFU is a non-profit international exchange program, which offers sports team travel to individual high school athletes, ages 14-19. SFU participants learn about life in another culture speaking the international language of sports. In 1991, from mid-June to August, SFU plans to send 50 teams overseas in 25 different sports, ranging from baseball to wrestling.

SFU teams are accompanied by a volunteer coach and live with host families during their month-long stay, experiencing the country's life firsthand. In addition to sport participation, the athletes sightsee and engage in planned activities with the host families.

Each summer, hundreds of athletes travel with SFU to destinations in Europe, Asia, the Pacific, South America, and the Soviet Union. Since SFU is not for the elite or Olympic-bound athlete, SFU teams are open to all high school athletes, ages 14-19, with a GPA of at least 2.0.

While American teens are learning another culture across the seas, international sports teams are visiting the U.S. through SFU's "inbound" programs. U.S. clubs and teams are needed to host these athletes and their volunteer coach(es). About 50 international teams are expected to visit the states in 1991. SFU is a program of Youth for Understanding, Inc., one of the largest international educational exchange organizations. YFU has exchanged more than 140,000 students on year, semester, and summer programs in the last 40 years. YFU maintains ten offices in the U.S. and in 26 countries around the world.

For further information on the wide variety of programs offered, write to Sport for Understanding, Department U-272, 3501 Newark Street, N.W., Washington, D.C. 20016, or call 1-800-424-3691.

Want to write about
Falcon sports teams?

Drop by A211

A proud
Helen Ford,
her son
Rumeal Robinson,
and her husband
met with
Register Forum
reporters at the
Boston Garden
after a recent
Atlanta Hawks/
Celtics game.
(Jason Huang
photo)



A Thrill of a Lifetime: Helen Ford Sees Son Play at the Garden

By Jonathan Bayle

What is one of the most widespread dreams for young Americans now a day? Answer: to be a pro athlete, rich and famous or all. Well, a 1986 graduate of this high school has acquired all these dreams. His name: Rumeal Robinson!

To get a feeling for what the behind stories are of such people, I addressed myself to Helen Ford, one of our school's security guards. After having bombarded her with questions which she answered concisely and with no hesitations, I got a feeling that her son, Rumeal, had a clear thinking, down to earth mother who was supportive from the beginning.

When asked if this ordeal had changed her everyday life, she answered a steady "No." Another thing which made me realize his strong will and which amazed me was the fact that she remained at CRLS and has not retired because of Rumeal's success. As she said calmly and with no regret, "Hey, Rumeal plays in the N.B.A., not me!"

Some other questions dealt with her relationship with Rumeal which she said had not changed. Others dealt with some of her most exciting moments and some of her fears. Among the latter are injury. Her joys include the two free throws in the NCAA title game of 1989 and the draft in New York.

When asked how she felt about the whole situation one word came to her mouth: "Special." After repeating the word she finally concluded that words could not describe such an emotion. This writer can't say he disagrees because I don't know what it's like. I can only dream.

Boys Quintet Begins Against Tough, High-Ranked Teams

By Kirsten Andelman

Will our boys basketball team be as much of a success this year as they were last?

"Yes," says Coach Al Coccoluto. "We may not be material state champs again,

but with the potential we have and the way we're growing, we definitely will be very successful."

And judging by the steady display of talent shown by each team member so far, it looks as though Mr. Coccoluto's words ring true. At press time the team's record is 4-3, but the three losses, which were close games, were to the 1st and 2nd ranked teams in California and to Everett, the 2nd ranked team in Massachusetts.

Starting for Cambridge are Co-captains

Taba Moses and Paul Materazzo, Ducan Fan Fan, Kirk Brooks, and Derrick Kimbrough. C.R.L.S. is also very lucky to have seven juniors (out of 13) on the varsity.

"It makes the future look very bright," comments Coccoluto. "This is really going to be a unique year for Cambridge because we have so many contributors. We've played 10 people in every game, which is pretty unheard of for Cambridge. All in all, this just shows how deep and talented we, as a team, really are."

Remaining CRLS Winter Athletic Schedules

BOYS BASKETBALL
Jan. 11 at Somerville
Jan. 15 Peabody
Jan. 18 Medford (3:30)
Jan. 23 at Arlington
Jan. 25 Malden
Jan. 29 at Waltham
Feb. 1 Everett
Feb. 8 at Revere
Feb. 12 Somerville
Feb. 15 at Peabody
Feb. 19 at Medford
Feb. 21 at Brockton
(Times are 7:30 unless noted.)
COACH: Al Coccoluto
ASST. COACH: Joel Burke

GIRLS BASKETBALL
Jan. 11 Somerville
Jan. 15 at Peabody (7:30)
Jan. 18 at Medford (7:30)
Jan. 23 Arlington
Jan. 25 at Malden (7:30)
Jan. 29 Waltham
Feb. 1 at Everett
Feb. 8 Revere
Feb. 12 at Somerville
Feb. 15 Peabody
Feb. 20 Tyngsboro (12:00)
Feb. 21 Brockton (11:30 AM)
(Times are 3:30 unless noted.)
COACH: Audrey Cabral Pini

WRESTLING
Jan. 12 at Waltham/Lexington (5:45 PM)
Jan. 24 Brockton
Jan. 30 at Malden
Feb. 1 at Natick
Feb. 6 Catholic Memorial
Feb. 13 Belmont
(Times are 4:00 PM unless noted)
COACH: Bob Matthews

HOCKEY
Jan. 12 Peabody (at B.U.) (10 AM)
Jan. 16 at Arlington (6 PM)
Jan. 24 Waltham (at B.U.) (8:30 PM)
Jan. 26 Brockton (Gore St.) (4 PM)
Jan. 28 Malden (at B.U.) (6:30 PM)
Feb. 3 at Somerville (7:30 PM)
Feb. 5 Revere (at B.U.) (6:30 PM)
Feb. 9 at Medford (4 PM)
Feb. 13 at Peabody (5 PM)
Feb. 15 Arlington (at B.U.) (6:30 PM)
COACH: Sil Ferrara

GIRLS AND BOYS INDOOR TRACK
Jan. 12 at State Coaches
Jan. 16 Malden
Jan. 24 at Everett (8:30 PM)
Jan. 26 at Auerbach Meet
Jan. 27 at Auerbach Meet
Jan. 30 Medford
Feb. 2 at State Relays
Feb. 4 Somerville
Feb. 9 at State Class Meet
Feb. 17 at All State Meet
(All times at 3:30 PM unless noted)
COACH: Joe Sousa (Girls Team)
COACH: Frank McCarthy (Boys Team)

BOYS SWIMMING
Jan. 16 at North Quincy
Jan. 22 Peabody
Jan. 25 at Medford
Jan. 29 at Malden
Feb. 1 North Andover
Feb. 9 at G.B.L. Meet
(All times are 3:30 PM)
COACH: John Sarrp

Matt on Sports

Let's Look At Boston Teams

By Matt Lambert

With the national economy in the midst of a recession, the Major League Baseball free-agent market shows no signs of slowing down. The San Francisco Giants recently settled on the talents of pitcher Bud Black, a straight "B-" hurler, for a lofty sum of \$10 million over the next four years. Former Mets' slugger Darryl Strawberry wasn't short-changed either when he agreed to terms on a 5 year deal worth over \$20 million. That's enough to fund C.R.L.S. for more than two years.

Red Sox fans were dealt a blow when former Cy Young winner, Mike Boddicker also decided to take the free agent route. He signed with the Kansas City Royals. With Roger Clemens serving a 5 day suspension at the start of the '91 season, it looks like work-horse Greg Harris could end up on the mound at Fenway on opening day.

The Patriots have been anything but impressive, both off and on the field in 1990. The good news is that they look like they obtain the first pick in next season's NFL draft (if they don't trade the pick). Other bright spots include the fact that rookie Quarterback Tommy Hodson got some playing time with no pressure and wide receiver Irving Friaire had the best season of his career when he's not packing heat that is.

The Bruins are playing some hard-nosed hockey to stay atop the Adams Division in the NHL, but watching them do time in the penalty box, this writer is reminded nightly of the unforgettable words of Rodney Dangerfield, "I went to a fight last night and a hockey game broke out."

Would anyone ever have guessed that "rebel without a cause" Brian Shaw would appear in the green and white again? The Celtics are running. Chris Ford is "the man" and Kevin Gamble won't be heading back to the C.B.A. Dee-lightfull

Boys Basketball

Falcons Varsity Went West For Christmas Tournament

By John Youte

The boys basketball team was invited to a cultural exchange tournament in California where six teams from the east and west coast participated. The point of exchange was

for the C.R.L.S. players to see how the west coast people lived and played basketball.

During their time in California they visited the following places. In San Francisco they saw the Sacramento Kings game. They visited the State House and old Sacramento ("old town"). On the way back home they stopped at Las Vegas to see that city.

The first game saw Cambridge play Burbank, a team from California. During the game Cambridge had 31 turn overs which led to their defeat. Burbank was a very quick team. Both teams pushed the ball up the court. Burbank's field goal percentage was better than the Falcons. In Cambridge's case they forced all their shots.

The second game was Cambridge versus J.F.K., another California team which was well-coached and disciplined. J.F.K. had three kids who were 6'9" and two at 6'6". They could shoot and move the ball very well. In California J.F.K. is the number one team. Cambridge played their hearts out but J.F.K. kept coming strong. J.F.K. had few turn-overs but Cambridge threw inconsistent passes which led to many turn overs for the Falcons. Cambridge knew they were in for a game when one of the 6'9" kids slammed it on one of the guards from Cambridge.

In California the basketball season starts on Nov.1, thus giving them an edge over eastern schools.

Next year J.F.K. and Burbank are coming to Massachusetts to participate in the Brockton Christmas Tournament.



Rowing Team relaxes along the Charles last October. (l-r) Standing: Nikki Kadomiyu, Angela Postell, Meredith Burling, Ben Peters; Sitting: Nell Whiting, Neil Khan, Diego Sanchez, Clay Ward, Carly Fox, Judy Grant, Jen Soules, David Savionis, Linda Lipkin.

Think Warmer Weather Join The Cambridge Crew

By Jennifer Soules and Ben Peters

Watching the long, slender boats glide by... a beautiful and graceful sight. Rowing involves teamwork and a lot of fun, but it isn't all grace and beauty.

It might seem like a simple sport: all there is to do is put the oar in the water and pull. You would never believe how much goes into and comes out of just pulling through that one stroke. Driving the car through the water takes strength,

skill, and long hours of team practice.

When you finally take the oar smoothly out of the water, you get the satisfaction of knowing that you made it through the stroke, your team might do well in the race, but most of all you pulled as hard as you possibly could and that's good enough to put a winning smile on anyone's face.

And of course, when the race is over, and the boats are finally returned to their

racks in the boathouse for the winter, you've got the memories of demanding practices and good times with your crew mates. As the river freezes, you've got the winter to train and dream of the thaw, and springtime rowing on the Charles.

Crew is a sport as well as a fall sport, and new members are not only welcome, but heartily encouraged. All you have to know how to do is swim, and keep your eyes turned to the *Did You Know?* for announcements about the beginning of the spring season, sometimes in mid-April. See Linda Lipkin in Leadership if you have any questions, or want more information.

Cheerleaders Wins Honors

By Kelley Leary

The C.R.L.S. football cheerleaders, led by Captain Glenda Vargas and Co-Captain Laura Neves, have won a trophy for the best cheers at Cheerleading Camp. These girls have shown a great enthusiasm and devotion for cheerleading. Despite the team's many losses, they stuck by them through it all. At every practice they worked on precision to make sure every cheer was done at their best. As for cheering loud and clear, they've done it!

Congratulations and good luck to: Jamyia Bailey, Charlene Beucler, Kimecko Davis, Akua Frimpong, Meelitz Gomez, Nicole Kelly, Phaedra Wilson along with Glenda and Laura.



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■ WHERE IT ALL BEGAN ■



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PILOT - SECOND HONORS -- Edgar Bacai, Emile Barnes, Molly Cantor, Grant Casassa, Jennifer Clover, Evan Cohen-Fletcher, Anastasia Curwood, Gabriel DeAngelis, Nicole Dettman, Maja Dublin, Eleanor Goldberg, Seth Goodman, Rebekah Haas, Jason Huang, Sarah Huntington, Beth Kershner, Deborah Kershner, Rachel Knight, Mukti Kuhn, Diane Leal, Joan Dorcey Leib, Kimberlee Sanel, Dylan Sils, Lauren Spencer, Christine Tran, Caleb Tucker-Raymond, Sameira Veloso, Daphne Walker, Tony Watt.

RINDGE TECHNICAL VOCATIONAL PROGRAM - FIRST HONORS -- Jay Naro.

RINDGE TECHNICAL VOCATIONAL PROGRAM - SECOND HONORS -- Lawrence Epps, John Ferreira, Luis Perez, Richard Williams.

RINDGE TECHNICAL VOCATIONAL PROGRAM - HONORS -- Thane Allen, Jason Altieri, Lisa Altieri, Ricardo Aurby, Wendell Baynes, Kenneth Cruz, Joseph Davidson, Jose Dias, Calvin Dunn, Nick Falbo, Eduardo Fuentes, Warren Grant, Allyn Harley, Michael Hogan, Cornelius Jones, Boutsady Keomani, Ramsahoye Khemraj, Vincent Lauricella, Jose Lopez, Kristopher McGovern, Grasiela Medeiros, Javier Montero, Ricardo Nazario, Marco Ortiz, Joao Pacheco, Joel Perez, Julius Perez, Nadia Pierre, Mario Pilleri, Michelle Pitt, Eric Plante, Christina Ponte, Paul Rego, Daniel Remeika, Paulo Resendes, Manuel Rivera, Lisa Rivera, Cynthia Saltman, Jillian Saul, Roberto Silva, Vaughn Sneed, Osvaldo Soares, Albert Sullivan, Jesus Tejada, Allen Weathers.

SSC FIRST HONORS -- Eli Gordon, Frank Hegyesi, Kevin Hollander. SSC SECOND HONORS -- Latrenya Davis.

Best of Luck to Everyone!



C.R.L.S. Student Volunteered As A Teacher In Nepal

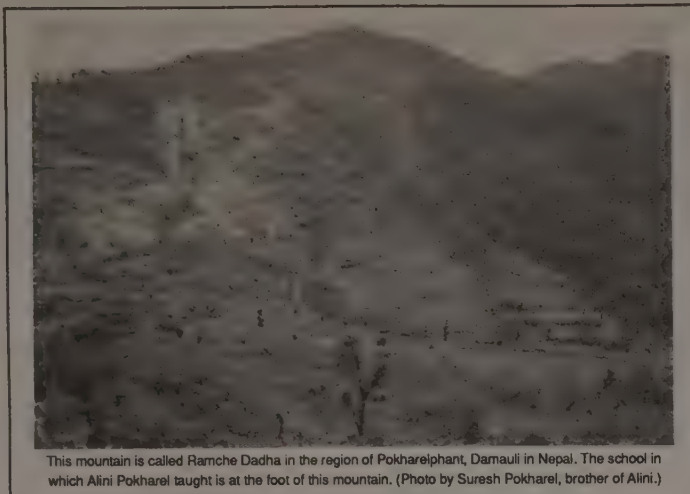
"During those months I taught, I had to work hard but I was happy. The villagers were happy also..."

By Alini Pokharel

In 1988 I was free for almost six months because I had to wait for my tenth grade examination results. During that time I volunteered to teach in a small school near my village in western Nepal.

Most villagers in Pokharel Phant were illiterate. Since all adults and young people had to work on their farms for their living, they could not take care of their children. There was no school in the village and the government had not paid any attention to them. Therefore, in May, 1988 the villagers called a meeting. The meeting was attended by old and young. I was especially invited to the meeting because they knew I was free at that time. The villagers decided to open a school. They wanted to educate their children. They requested me to volunteer as a teacher in the new school. I decided to take the offer because I thought it could benefit the village children.

The first day of school was exciting. Sixty children were present. These children were dirty and their clothes were ragged but they were polite and lovely.



This mountain is called Ramche Dadha in the region of Pokharelphant, Damauli in Nepal. The school in which Alini Pokharel taught is at the foot of this mountain. (Photo by Suresh Pokharel, brother of Alini.)

Because I was the only teacher, the first few days I found it hard to control them. After a few weeks it became easier because another teacher joined me and the children also became more disciplined.

After five months I had to leave the school, but I missed those children. During those months I taught, I had to work hard but I was happy. The villagers were happy also because of the change they saw in their children. They had

respect for me. I felt very good. Before those children used to loiter around the forest and go to the nearby river without guidance. It was really dangerous for them because the river often flooded and the forest caught fire. The school protected them from such danger. Besides, the children learned to read and write and some students could even do simple math and read books. It was a big change for them. For me, as well as the children, it was a great achievement when I compare the first day of school to the last day. It was a great experience I will never forget.

(Alini Pokharel is a student in the Advanced E.S.L. class of Mr. Cardoso.)



What About Traveling This Summer?

Are you sick and tired of the States? If you are, then you might want to consider traveling for a while. You'll probably want to take the summer to spend some time traveling through Europe. On the other hand, if you're having trouble deciding on your career goals after high school, then I'd strongly suggest you take a year off to travel and search for ideas about your future. Don't put up with anyone who says that it's a year gone to waste because if you do, then you'll probably end up wasting the rest of your life doing something you hate.

Traveling is not just a social experience. You'll learn a lot from visiting new places of different people and different lifestyles. You might also get an idea of where you want to live. Traveling can be quite expensive but if you get a travel guide book you can save a lot of money by finding yourself cheap youth hostels and cheap transportation. Traveling by train through Europe can be a lot simpler by getting yourself a Eurorail pass. This will save yourself a lot of time without having to wait in long lines to buy expensive tickets. And carry as little with you as possible. Don't bring your most valuable belongings for safety reasons.

If Europe is of no interest to you, then you can head southeast to Thailand and live like a king on five dollars a day.

MAX CONIGLIO

Nepal: Its Land and People

By Alini Pokharel

Nepal is a small country in south Asia. It is a beautiful country with a unique natural environment. It lies between China and India.

Mount Everest, the highest mountain in world, is 29,028 feet high. There are many lakes and rivers. There are eight lakes in Pokhara City alone. Kosi, Gandaki and Karnali are the biggest rivers. These originate in the Himalayas and flow to the Bay of Bengal. These rivers are a great source of energy and life. Many aquatic species lives in these rivers including dolphin and crocodile. Many kinds of animals can be found in the many forests. Leopard, tiger, bear, boro, rhino, elephant and cobra can be found in Nepal. Many people use the many herbal medicines which are free and can cure disease without side effects.

Nepal's climate varies with altitude. In the northern part it is always cold and snowy. In the middle region it is never too cold nor too hot. In the southern area it is mostly hot and never snows.

There are 17 million people in Nepal. Traditionally Nepali people were divided into four castes: Brahmin, Chhetri, Baishya, and Shudra. The division was based on the traditional occupations they held. Now a days with a modern education system this division is not strictly followed but in the villages it is still maintained. Some castes are considered untouchable for upper Brahmin and Chhetri.

Hinduism (80%) is the national religion. The rest are Buddhist, Christian, and Muslim. Hindus worship many Gods.

Snake, cow and stone are also God for them. Christians eat cows but that animal is sacred for Hindus. Nepali people are free to worship any God or religion. You will be jailed if you kill a cow in Nepal.

Nepal is poor. It does not have many natural resources. Rivers are its main resource. The country depends on agriculture and does not have enough industry. Per capita income is \$170 per year but there are not many hungry and homeless people as in many U.S. cities. They live in villages and have a house and something to eat.

Nepal has about 30% illiteracy. There are just two universities and many colleges. Education is free and compulsory until the fifth grade. Few get the chance for higher education because they cannot afford to pay. Students wear uniforms to school.

Nepal is a kingdom. Until recently every important thing was decided by the king. People were unhappy and angry with him. In 1989 there was a revolution, lasting one month. During the revolt almost 500 people were killed. The revolution was started under the leadership of the Nepali Congress Party. Krishna Prasad Bhattarai became the post revolutionary Prime Minister after spending 14 years in jail for his democratic views. On November 6, 1990 a new cabinet rewrote the constitution of Nepal. A lot of things have changed since then. The king has little power, similar to the England's Queen. People are free to talk and write what they want. People are happy and excited to exercise their democratic powers! There will be a general election under the new constitution in May.

Transition House Program OPEN HOUSE Tuesday, January 15, 1991 Middlesex Community College Burlington Campus

The Transition Program is a unique opportunity for students who do not have the skills necessary to complete requirements for an associates degree. Our students find they are able to become involved in all college activities, while receiving very specialized course work and training that is tailored to meet their needs. Students attend classes designed to teach them independent-living skills, clerical skills and personal/social skills and apply these skills on a job co-op.

While there is no standard profile of the MCC Transition Program student, successful candidates have tended to have the following basic characteristics:

- A high school diploma or GED
- An interest in training for an entry-level position in an office, business, and industry
- Evidence of the maturity and emotional stability required to participate effectively in a program located on a college campus and to utilize on-the-job placements in business and industry for vocational training.
- Ability in the low-average range of intellectual functioning as measured by standardized IQ test

Questions may be directed to Karen Muncaster, Director

Register Forum

The Cambridge Rindge And Latin School

Schools' Budget Will Be Cut At Expense Of Programs, Staff

By Ethan Nasr

With a recession, a Savings and Loan bailout, a 3 trillion dollar federal debt, it is no wonder money is tight. We are surrounded by economic hardship these days and it looks like education is going to get the short end of the stick. Over the last eight or nine years, Cambridge schools have not had to suffer through as much fiscal difficulty as surrounding communities. This year, however, the Superintendent has proposed \$4.4 million in cuts to the Cambridge School Department. The school budget accounts for more than 25% of this year's city budget of \$247.3 million. Teachers will bear the burden of most of the proposed budget cuts.

In fact, of the 78.4 positions to be eliminated, 51 will be teaching positions. Thirty positions at our high school will be eliminated or reduced. Among the positions to be eliminated will be 8 in

teaching, 2 TIC's (Teachers-in-Charge), 3 in Guidance, 4 part-time secretaries, 4.94 in technical arts, 1 position in the SSC, and 1 in the Russian language program. The high school is only 15.8% of the school budget (excluding special needs programs) yet it will bear the burden of one-fourth of the budget reductions. Besides positions being cut, many benefits and supplies will be eliminated such as sabbatical leave for teachers. Teachers will also be unable to take classes on field trips since they would be unable to hire substitutes to cover their remaining classes.

Deb Lambert, a Parent Advisory Committee (PAC) member spoke for many when she said, "Although we know that budget cuts are inevitable, the PAC is hopeful that a way can be found to minimize the effects of the cuts and preserve the integrity of the many vital programs the high school has to offer." The general consensus is to make do with less but, at the same time, money is desperately needed to update and maintain curriculum. For example, our library has approximately 13,000 books when a school our size should have between 35,000 to 40,000 books its library. Furthermore, more desks are needed since the average class size has increased between 5-8. Likewise, more maps are needed in classrooms that do not have maps or that have 15-20 year old outdated maps. (Continued on p.2)

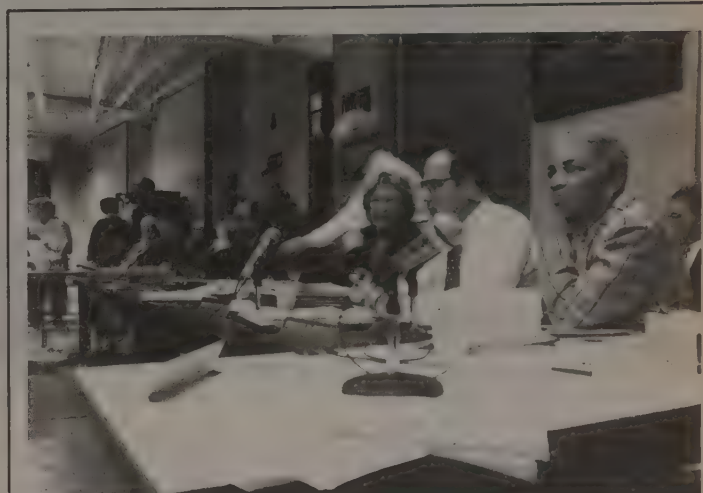
REGISTER FORUM

1891-1991

Special Display

on

Pages 8 and 9



Members of the Cambridge School Committee discuss budget cuts. (Photo by Ben Schlaver)

Freshmen Write Messages, Send Via Computer To Israelis

By Eric Plante

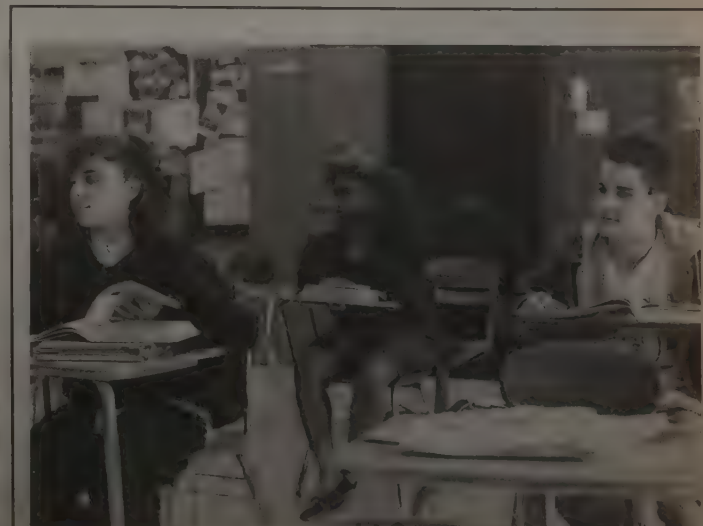
About two weeks ago Mr. Frank McCarthy's Freshman English class received about 12 letters from students in Israel. It was very interesting to see what they thought about the war. A lot of the students had not gone to school for about two or three weeks. All they could do is either watch t.v. or read a book. At the same time they were always in fear of hearing the bombing raid sirens going off and being hit by a Scud missile. Most of the students had to go into a sealed room when they heard the sirens sound. They went into sealed rooms where no air would be able to enter, or harmful gas if Iraq used chemical warfare.

All the letters were written in English.

Mr. McCarthy's class was surprised to see how well the Israeli students had done translating their letters from their native language to English. Mr. McCarthy and his class are working on letters to send back to those students that wrote us.

What we also found interesting was how they were sent here. They were sent using computers and telecommunications technology.

Mr. McCarthy's class is hoping to find out how they feel now that the war is unofficially over. It is fun to be one of the first classes in the state to do this. We hope other classes will also have communications with other Israeli students. (See page 3 for related stories.)



Students in Mr. McCarthy's English class discuss messages to be sent to Israel via computer. (Ben Schlaver photo)

Register Forum Observes Centennial As The Oldest Of School Newspapers

By Ben Schlaver

Yes, the *Register Forum* has been around for 100 years. But wait. This is Volume 105? What happened? Well, a good hundred years ago, with the C.M.T.S. (Cambridge Manual Training School) *Register* somebody had a real bad idea. Or, they were just confused. Cambridge boasted one of, if not the first, high school newspaper in Massachusetts...maybe even the country! But someone decided that the newspaper had to have a volume in the fall, and a new volume in the winter, with the new year. So, for a few years, we were putting out two volumes a year. One century later, we are five volumes ahead of ourselves.

Fifty-five years ago in 1936, having undergone a name change to go with the school's name change, the *Rindge Register* celebrated its 50th volume with a special issue. It was put together better than most other high school newspapers of today. The computer proves only to be a tool, and not a design machine. This 55 year old issue holds together, and has a layout that really works. The kids of the class of '36 truly honored their school, its founders, and its newspaper - something we have tried to uphold today.

Only five years ago in 1986, we had a jubilee of our own. The paper was celebrating its one hundredth volume. By this time, the *Register Forum*, which is the heir to the C.M.T.S. *Register*, the *Rindge Register*, and the *Latin Forum*, put together a sensational issue. We reprinted the first issue as an insert and included in depth articles about the many school buildings we have seen, the many excellent principals that have walked through our doors, old photos, comics, ads and teachers that have been at this school through many of its changes.

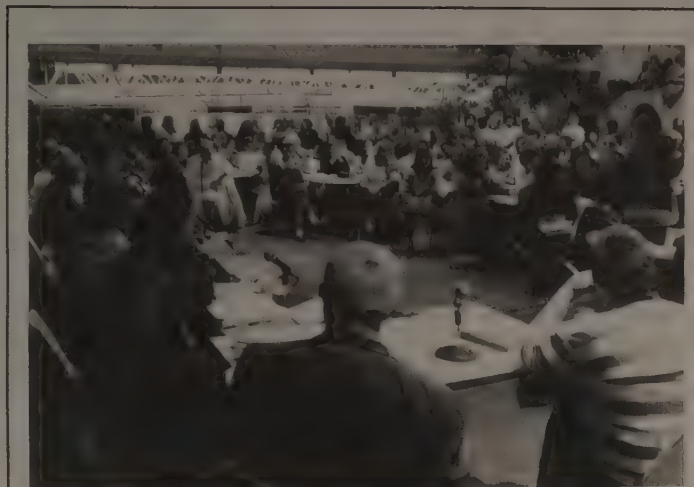
And here we are - a century of great writing, beautiful layout, hundreds of voices, and thousands of hours of hard work. Enjoy. (See pages 8 and 9 for related photos.)

Budget Cuts Voted on By Committee

(Continued from p.1) While some of these cuts have direct effects on CRLS students (such as the layoff of teachers), there are others that indirectly related. With less money available, system wide testing would be reduced 20%. Likewise with less money, transportation would be reduced making the school buses drive two different routes daily which would mean school hours would change to accommodate for the second trip of the bus to arrive on time.

With the reduction of the two language arts teachers, the average class size in Language Arts will increase from 21 to 25. With the elimination of two business teachers, the entire Banking program as well as the Store Operations program would be eliminated. If a physical education teacher were to be cut, the other P.E. teachers would be unable to handle the class size and that would mean reducing the physical education requirement to three years. If the one Russian language teacher is cut the entire program would be eliminated. Furthermore, with the elimination of three guidance positions, the remaining guidance counselors would be unable to devote adequate time to all the students which could lead to higher dropout rates. And in some cases such as if the TIC's are eliminated in math, language arts and social studies, there will be no one to coordinate the curriculum throughout the department.

Even though there has been a rise in



Supporters of anti-budget cuts jammed the C.R.L.S. cafeteria for a recent School Committee hearing. (Ben Schlaver photo)

inflation over the last couple years, the School debt has been decreasing since 1987. Unfortunately it might take close to a decade to eliminate the debt. The school budget for this year is \$68,823,465. To maintain the present level of services, after inflation, next year's budget should be \$75,899,752. Instead, it is to be reduced

to \$71,534,805. Asked what he thought was the reason for these budget cuts, our Principal, Mr. Sarasin, responded that, "The current fiscal crisis of the state is having an adverse rippling effect on the cities and towns."

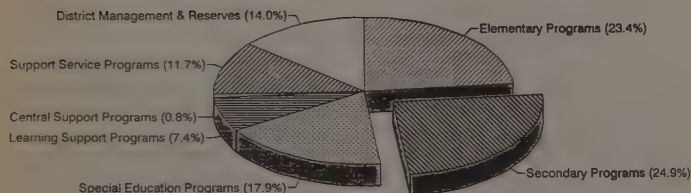
The size of the budget is determined by three variables: (1) enrollment, (2) the

way facilities are used, and (3) the salaries of faculty, support staff, specialist staff and administration. Of these three, enrollment is the most fluctuating factor. Right now secondary schools face declining enrollment. After 1993 it is projected that enrollment will pick up, putting more money into the high school budget.

This is only the proposed school budget for next year. For this to be final it must be approved by the members of the Cambridge School Committee. Many people are trying to make a difference by calling or writing to the Superintendent and/or School Committee to express their concern over the cuts. Parents have been urged to contact other CRLS parents and ask them to do the same.

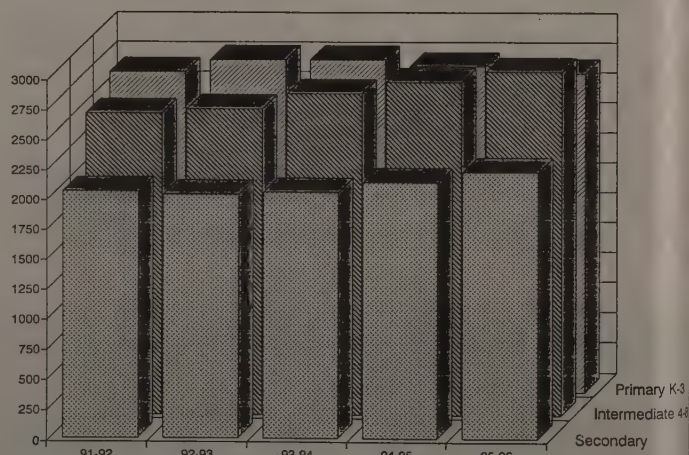
Ever since the Presidential election of 1988, Americans have heard that George Bush wants to be the "educational President" and that he would make the American student first in the world by the year 2000. So far, some have felt that Millie, the White House dog, has received more press than how George Bush is going to reform our educational system. The public has seen how the government prefers to invest in savings and loans than in its own future. Students might think it is strange that we live in a country where knowledge is valued but the teaching of knowledge is not.

Program Reductions



How program reductions totalling \$4,364,947 are to be distributed by program level.

Projected Enrollment 1991-92 - 1995-96



Notes

• WRLS-Channel 47 has TV power! Teachers are requested to submit video tapes for playback on TV 47. Submit tapes to Ms. Dickerson, R224, X6743. Submit with desired run-time which is periods 1-4 or 6-7. Tapes should be a good quality both visual and audio!

• All 9th, 10th, and 11th grade students are eligible to run for the office of State Student Advisory Council to the Massachusetts Board of Education. It's a state-wide organization of high school students who advise the Commissioner of Education and have voting representatives on the State Board of Education. Pick up your nomination papers in the S.S.C.

• Juniors and Seniors eligible for the National Honor Society should make sure their application

form is turned into Ms. Nancy Burns, Academy. If you are not sure if you are being considered, please check the list on the door of A208.

• Any student interested in paid work on a mural (during April) at the Rindge School of Technical Arts should see Mr. Larry Rosenstock at the Rindge office (R110) or call him at 349-6753.

• Are you looking for a summer job? Check out the summer jobs information table at the Career Resource Center.

• Despite a disappointing state meet, partially due to sick team superstar, Damon Jones, the CRLS boys' track team finished with an 8-0 league record and a championship. About the team,

headcoach Frank McCarthy says, "We have a good nucleus for a great team next year because most of our outstanding talent comes from the sophomore and junior classes." For this and other sports information, turn to pages 12 and 13.

CHECK OUT
THE
D.Y.K.
(Did You Know)

C.R.C. Defends Students' Right To Know About Our Military

By Ben Schlaver

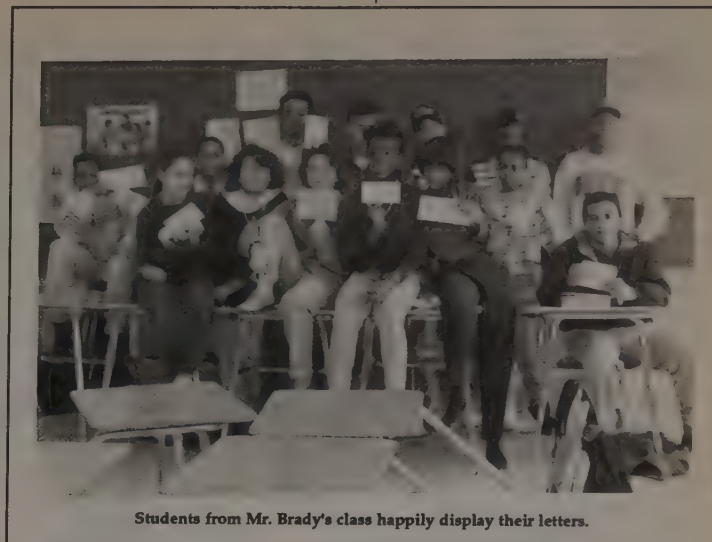
In a recent interview with Ms. Ginny McCabe of the Career Resource Center, I attempted to get the less popular view concerning the recent debate about the presence of military recruiters on our campus. Ms. McCabe and Mrs. Walcott, counselors in the C.R.C., do not support the war, nor do they support the military. They do support the right of students to know - the right of eleven out of 498 students that indicated military plans in 1990.

Ms. McCabe recognizes some students' disagreement, but she feels that this is an internal problem and should be handled by the students and staff of our school, not by people in higher positions. She invites an open discussion on the issue. In the past, Parents Against the Draft, American Friends (Quakers), and many conscientious objectors have come and spoken to many more students than that by military recruiters.

Because of the right of students to

know, she feels that by having the recruiters visit C.R.C., it does not deny the students any opportunities. "The C.R.C. is not going to become a censor," says Ms. McCabe. By having the recruiters here, it offers a comfortable place for the few students who want to see them to meet. Most of the students set up appointments themselves and most that come are either from military families or have been set on a military career for many years. Also, a student can leave the C.R.C. much easier than a recruiting office and will be monitored by a staff member. If the students' names are known prior to the appointment, their counselors will be notified and offered an opportunity to participate in the meeting. In addition, a log will be kept, monitoring who shows up and issues of dispute. All visits will be advertised in the *Did You Know* and an invitation will be made to all. For those who oppose the military, they are encouraged to speak to the entire school and those who attend a military meeting will be notified of the presentation.

There are a few other problems with the military and one is the issue of discrimination towards homosexuals. The C.R.C. invites any discussion on this issue and wants to hear student ideas on how the problem can be dealt with. Rather than trying to have higher officials make decisions for students, Ms. McCabe believes C.R.L.S. can decide what is right for C.R.L.S.



Students from Mr. Brady's class happily display their letters.

Students Look for Objectivity In Study of Persian Gulf Events

By Johanna St. Clair

Students in Mr. Brady's U.S. History classes have been learning new approaches to history and the present by studying the events in the Middle East. The group began by collecting background information and watching the news. Quite often the homework assignment was "Middle East Watch." Class discussion followed and the separation between fact and fiction was stressed.

When students had sufficient knowledge, they chose one issue and applied the Scientific Method as follows: 1) observe; 2) gather facts; 3) state hypothesis in a question form; 4) test (state all possible answers and analyze them); 5) conclude.

Hypotheses included such examples as "Will Hussein surrender or must he be forced?", "Is censorship at time of war ethical?" and "Confrontation or sanctions?". Each student started to form conclusions by going through each step and testing several possible solutions. The students soon began to see more than one side. This non-biased approach is very important and can be used in understanding our world as well as past events.

Class members shared ideas while presenting issues and discussing them, sometimes passionately, with the class.

With individuals' thoughts about Desert Storm sorted out, students got involved by writing letters to troops, the U.N., and political leaders such as President Bush, Congressmen, and even the King of Spain.

Class discussion and background research will continue as the students attempt to solve some of the problems of peace in the Middle East. The process of searching for objectivity while getting involved and forming strong opinions based on fact was a challenge that was rewarding.

Israelis Communicate With Freshmen

The following excerpts are from letters by Israeli students which were telecommunicated via computer to schools in the United States. Freshmen in classes of Mr. Frank McCarthy, Mr. Bruno, Ms. Richmond and Mr. Surette are participating in an exchange of letters expressing views on the Persian Gulf War with the students of the Sepharic Hebrew Academy. (See related story on p. 1.)

"I am not afraid of Iraq. Saddam is a crazy man and he doesn't know what he does. Because of the war we have a gas mask. People's houses in Israel are destroyed. Sometimes they are injured."

"I am feeling well and I am trying to be calm. We have a sealed room where we have to go when the siren goes on, and to put our gas masks and to wait for the all clear siren. At school we have lots of sealed rooms too. It's not much fun."

"We want to thank the American soldiers in the Gulf."

"We were in the sealed room with gas mask(s). It was fun. My cat and dog broke the house. I like alarm(s). We don't go to school days after the alarm. Until now Iraq did not attack us with chemical weapons. Saddam... attacked us with skud missiles and they fell on Tel-Aviv and Haifa."

"We hope that the war will stop and life will be normal again. We (are) very happy that the American soldiers want to help us, and try to protect us."

"I think that Saddam Hussein should be captured and brought to Kuwait or Israel to be judged for his war

crimes. I think that the American courts are good but they give criminal(s) way too many rights. I also think that if Israel was attacked by Saddam by biological weapons the Arab Coalition should understand that Israel needs to defend itself as a country."

"I personally don't believe in war but the recent Middle East war between Iraq and the Allied Forces is necessary... Saddam's actions against Israel's innocent people are crazy. He is killing many innocent civilians for no reason at all. Something should be done soon. Many people's lives are in danger. Saddam Hussein's weapons should be destroyed and confiscated. I hope that this war will end with the least of casualties and there will be peace soon. With a positive attitude, we can do this."

"Many people think Saddam Hussein should be killed, but we don't. If we killed him his second in command would just take over. Besides, who would want to cause any more bitterness with Iraq? In some ways Hussein is worse than Hitler, and in some ways he isn't. The Jewish people went through enough with Hitler, and by now they deserve to live in peace in their own country. I feel bad for all families losing family members because of one crazy person."

Army Intelligence Isn't A 'James Bond Situation' Very Often

By Kirsten Andelman

What is military intelligence? What does it do? How is it conducted? Much has been discussed about this topic because of the war. Well, eager for answers ourselves, we caught up with Mr. James O'Connor, a teacher here at C.R.L.S., who between the years of 1966 and 1968 served as a 1st Lieutenant in the U.S. Army. Mr. O'Connor was the chief of the Special Operations Branch for the Army's Counter Intelligence in the Far East. He explained to us that there were two branches of military intelligence. The first, the G-2 Branch, Combat Intelligence, deals primarily

with field operations. That means anything from calculating combat strategies to developing information on the enemy's military standing at wartime. The second branch, Counter-Intelligence, according to Mr. O'Connor, is "a more covert type of intelligence." The tactics they use to find out enemy information are a lot sneakier as well as a bit riskier. Along with that, it seems that many operations conducted have a diplomatic overtone.

For example, one of the things Mr. O'Connor did a lot of while he was in the Far East, was to throw parties and invite a lot of the 'right' foreign officials.

In this way, information could be obtained on a much more amicable basis.

As far as undercover spies and their adventures, Mr. O'Connor says, "it's possible, but the 'James Bond situation' doesn't occur that often."

UPCOMING FEATURES

Drop by A211 or speak with any editor about contributing to the next issue of the REGISTER FORUM

Army Recruiter Is Interviewed By RF

For many weeks now there has been a controversy regarding the Armed Services recruitment policies within C.R.L.S. Several city peace groups have taken their concerns to the School Committee alleging misinformation and discrimination by the U.S. military. Recently the *Register Forum* interviewed Sergeant James Derberger, U.S. Army recruiter. Here's what he had to say:

Q. How long have you been a recruiter at C.R.L.S.?
A. Three to four years.

Q. Have you been to war?
A. No

Q. What methods do you use to recruit?
A. I call students at their homes and arrange to meet with them in the (C.R.L.S.) Career Resource Center.

Q. How do you get their numbers?
A. Through the Armed Services Vocational Aptitude Battery (ASVAB) testing and (the) Census Bureau.

Q. Can someone sign into the military while on C.R.L.S. grounds?
A. No, you can't; you have to go to the Recruiting Center.

Q. What is the minimum stay in the military?
A. Two years if you score over 50 at the ASVAB test; three to four years if you score under 50.

Q. Can recruits get out once they are in the Army?
A. We expect you to honor the contract, but we can't tell you to step on the plane to Saudi Arabia.

CAMBRIDGE SUPPORTS OUR TROOPS
RALLY
organized by
City Councillor Timothy J. Toomey, Jr.
& Organizing Committee
SUNDAY, APRIL 7, 1991
Assembly at Alameda, Lakeshore or Central
at 1:30 and
Continue on the Cambridge Common

Issues Forum Held At UMass Campus

By Ben Schlaver

On March 19, three teachers brought a selected amount of their students to the lavish campus of U Mass-Boston. The reason: Condoms, Controversy, and Curfews - a huge forum discussing these current topics, plus War and Recruiting. Two kids from our school spoke to the gathering of about 200 high school students. Catlin Roberts spoke on condom distribution and Alex Papali said a few words on military recruiting.

The idea of the forum was excellent, the speakers were knowledgeable, and the idea of breaking the audience up into five smaller roundtable discussions was excellent. Everything was set until the kids got there. The audience, which was predominantly made up from Boston area schools, was unruly, rude, loud, in constant chatter, and some were oblivious to the fact that they were in an auditorium. Many kids showed a level of maturity equal to that of a six year old, which is ironic because they were considering very important and very crucial issues for today's youth. The Cambridge R&L group left feeling disappointed.

Halfway through the day, the larger audience was broken into smaller discussion groups. Many CRLS brothers and sisters had the privilege of joining in a heated argument on anti-war and recruiting issues in school. Among those in the room were three types: those who hated war, the government and the military, a few who had a military family, and those who didn't say anything. Minutes didn't pass before both sides were squirming in their seats.

As for those kids who exhibited immature behavior, I don't know what can be done. Maybe next year.

The Derry-Wood Chapter
of the
NATIONAL
HONOR
SOCIETY
will hold its
INDUCTION CEREMONY
on
April 25, 1991
CONGRATULATIONS!



Science Team and several alumni gather to celebrate.

Science Team Places 2nd In State Olympiad at B.U.

By Sheela Kennedy

On Saturday, March 16th, the C.R.L.S. Science Team won second place out of forty teams in the State Science Olympiad at Boston University. Cambridge won medals in four of the seventeen events. Hani Sallum and Yao Zhu won gold medals in Tic Toc, an event which required building a timing device with no commercial time piece parts, accurately to a second for times ranging from one second to five minutes, and answering questions related to time. Hani built a pendulum to fulfill the requirements of the first part of the event. Luisette Delva and Andrian The also placed first in Qualitative Analysis, identifying ten different solutions in unnamed test tubes based on reactions between the solutions in the shortest time possible.

Sung Ji Nam, Maura Kennedy, and So Limpa Amara finished second in Sounds of Music, building and playing instruments without using parts of musical instruments (like guitar strings), and explaining the principles behind the instruments. Sung Ji played a xylophone made of copper tubing, Maura's flute was made of PVC pipe, and So had a harp which she built out of wood and fishing wire. They played "America the Beautiful" and "Teddy's Song," an original song written by Teddy Ross, a former member.

Kevin Scully and Sally Serpahn won bronze medals in A is For Anatomy, answering questions about the gross anatomy and physiology of humans, fetal pigs and rats, and identifying structures based on slides, specimens and models.

In addition to the four medals, C.R.L.S. placed in the top ten in six other events. In Write It, Do It, Hani Sallum had to describe, in words and without diagrams, a helicopter built out of Legos, and Beth

Kershner then built it from his description. Also finishing top ten was the Scrambler, built by Chiu Chan and Hani Sallum, which had to carry an egg ten meters as quickly as possible and then stop in a short distance as possible. If the car did not stop within one meter of the finish line, it could crash into a wall, break the egg, and be disqualified. Our Scrambler had a time of six second and stopped in nine centimeters. Also finishing in the top ten were events on balancing chemical equations, insects, genetics, and chemistry labs.

The seniors on the Science Team are Matt Denault, Andrian The, Sally Serpahn, Sheela Kennedy, Yao Zhu, and Abeer Chaudhury. The juniors are Maura Kennedy, Sung Ji Nam, Chiu Chan, Luisette Delva, Hani Sallum, and Kevin Scully. Sophomores include So Limpa Amara, Beth Kershner, and Jomo Thorne. Anyone interested in joining next year's team should see coaches, Mr. Sudnick in RT305 or Ms. Dollard in R306.

Art Students Win Globe Scholarships

Congratulations to the Art Students at C.R.L.S. who won top honors in the Boston Globe Scholastic Art Awards. Zoe Pettijohn and Jason Grotrian's scholarship portfolio are going on to New York Scholarships for National Competition. Amy Rivera has been selected for a one year full tuition and all expense scholarship to the Massachusetts College of Art by judges of the Scholastic Art Awards.

Mathew Brackett - 3 Blue Ribbons and 1 Gold Key.
John Casson - Judges Distinction. Jason Grotrian - 2 Blue Ribbons. Masha Gitin - Judges Distinction.
Jason Huang - 1 Gold Key and 2 Honorable Mentions.
Amy Johnson - 1 Blue Ribbon. Samir Leveque - 1 Blue Ribbon. Ana Medeiros - 2 Judges Distinction.
Mathew Peirine - Honorable Mention. Zoe Pettijohn - 1 Blue Ribbon. Yessenian Rivera - 1 Gold Key.
Benjamin Schlaver - Judges Distinction. Marie Blanchard - 1 Blue Ribbon & 1 Gold Key. Ben Fenton - 1 Blue Ribbon. Eunice Hurd - Honorable Mention.
Emanuel Silva - 1 Blue Ribbon & 2 Gold keys. Hi-Min Tsen - 2 Honorable Mentions. Eli White - 1 Gold Key.

School Newspaper Captures Awards At A.I.C. And B.U.

By Brook Dooley
Co-Editor

On Monday, March 12 the editors of the *Register Forum* traveled to Springfield to participate in the annual American International College Scholastic Press Forum. Not only did the editors sit in on lectures and seminars, but they also collected several awards.

The American International College holds the contest/workshop annually and invites schools from all over New England. The participants, however, were predominantly from western Massachusetts and Connecticut. At this year's event there were over 50 schools represented. In the past the *Register Forum* has done well in the contest and this year was no different. In the category of large schools the *Register Forum* received a first place trophy for photography, a first place trophy for feature stories, and a third place trophy for campus news. Although CRLS did not place in the overall voting, it was a strong outing nonetheless.

In addition to collecting trophies, Editors Ben Schlaver and Brook Dooley, accompanied by Advisor Mr. Stephen Surette, sat in on several seminars on graphics and the newspaper. The three also participated in a panel discussion about the media and the Gulf war as well as listening to Kevin Cullen from the *Boston Globe* speak about his experiences as a journalist.

In other contests at Boston University's New England Scholastic Press Association Conference, the *Register Forum* captured 2nd Place in the All-New England competition and received Highest Achievement honors in local competition. The entire list of team and individual awards are listed below.

NEW ENGLAND SCHOLASTIC PRESS ASSOCIATION AWARDS

(Co-Sponsored by Boston University)

CLASS I (Large schools) AWARDS - Highest Achievement Newspaper Award; All New England 2nd Place Award.

INDIVIDUAL AWARDS - Ben Schlaver 1st Place Feature, "What Does One German Mean", Nov. 1990; Ben Schlaver 1st Place Editorial, "Substitutes Deserve Our Best", Jan. 1991; Brook Dooley 1st Place Editorial, "Soviet Build-up Necessitates U.S. Military Remain Strong", Jan. 1991; Karen Rice 1st Place News Story, "Dr. Wasserman Assumes Principal's Job at Chelsea High", Nov. 1990; Jason Huang 1st Place Cartoon, "Christmas Wish List For Santa", Jan. 1991; Jason Huang 2nd Place Cartoon, "A Sure Fire Method For Trouble", Nov. 1990; Gabe Daniels 1st Place Editorial, "Election Represents: Republican Materialism vs. Democratic Ideas", Nov. 1990; Amy Rivera 2nd Place Play Review, "Museum Made Us Believe", Jan. 1991.

SADD Winners

Congratulations to the CRLS Art students who received honorable mention in the SADD poster contest: Ella Spencer, Malaika Moses, Carries Bragson, Li-Ting Hi, Scott Rowinsky, Sarah Drewicz, Clifton Salmon, Rachel Roberts, Kuci-Chen Chang, Joseph Purnell, Michael Davis, Mark Davis.

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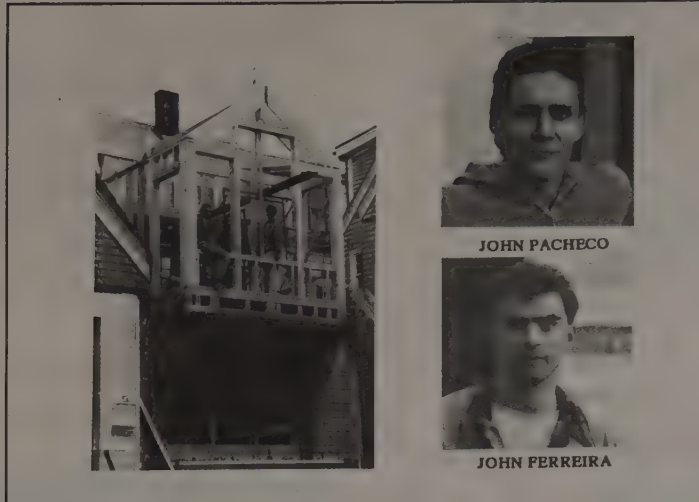
548 Mass. Ave., Cambridge

Intergenerational Project Comes to Life As Students Work on Erickson Center

By Jason Huang

The Erickson Center Carriage House is right now being renovated under a project in which the Erik H. and Joan Erickson Center and students from our Rindge School of Technical Arts have collaborated. The carriage House Renovation Project's goal is not only to rebuild a day care center at 1531 Cambridge Street, but also to provide students on-site learning where they can apply their skills on a professional level. Teachers and students have the opportunity to work together and study architectural drawings and electrical plans with the Erickson Center's architect Mitchell Goldman. Senior tradesmen and contractors serve as instructors, supervisors, and mentors while the students learn and earn. Made possible by initial fundings from friends of the Center, the Filene Foundation, and the Ratshesky Foundation, many feel that this is a model community program because it bridges the gap between adolescents and adults. Seniors John Pacheco and John Ferreira are currently working on the project in a building apprenticeship program in carpentry. The program runs throughout the school year and completes in an intensive seven-week summer program.

For them, Carriage House Project is "the chance of a lifetime." "My parents know," says John Pacheco, "that Rindge



"I'm proud to be a part of this project. It's like being part of a puzzle; you're one piece, but one piece can fill in the picture."

- John Ferreira '91

Tech and the Carriage House can take you far, especially if you work hard. And I'm not afraid to work hard."

John Ferreira says, "It's a once in a lifetime project for me. I'm proud to be part of this project. It's like being part of a puzzle; you're one piece, but one piece can fill in the picture."

The day-care center will serve both for the elderly and teen mothers committed to completing their high school education. "When I come home from school," says Ferreira, "I see teenagers my age with little kids, some of them have no place to go. They need a place to stay so that they can get through school

and have a life. This is a project that's good not only for me, but for other kids my age. I'm glad I can work with other kids my age."

"I like the idea," commented Pacheco, a Portuguese student like Ferreira, "that we're building a place for old people to get together. I see my grand parents everyday. I'm really close to them. I feel really strong about old people not going to old folks' homes. Portuguese people aren't like that, if they can help it. We prefer to live together."

The William T. Grant Foundation found that students did their best when working side-by-side with adults who appreciated their skills and competency, based on a study of vocational high school students. It also found that it is crucial for young adults to work on projects that have purpose and value to the adult world. the intergenerational connection is the key. Young adults at risk economically and educationally need opportunities to prove themselves. One such opportunity is this Carriage House Renovation project. As John Pacheco puts it, "I hope the neighbors and my teachers and other people will come by and see our work on the Carriage House Project. I'm proud to be doing a good job on an important project."

(ED. NOTE: These students are in the classes of Mr. Ernie Therrien, Mr. Tony Carnabuci and Mr. Tom Lividoti.)

Are You Looking For Quality Collision Repairs?

By Christine Parziale and Frank Miranda

When your car is involved in a collision, it is often difficult to find a quality repair shop. Here are some helpful hints.

Get recommendations from others.

Read the ads in the Yellow Pages. Look for shops that offer the following:

1. Convenient Location
2. Expert Collision Repair Specialists
3. Color Matching
4. Free Estimates
5. License Appraisers



Training makes a difference

There have been many changes in the automotive field and it is important for the repair technicians to have current unibody training. This training is also important for your insurance appraiser.

Looks for decals, patches and certificates indicating advanced unibody training by organizations such as I-CAR (Inter Industry Conference of Automotive Repair) or technician certificates by ASE (Automotive Service Excellence). Check to see if the shop is a member of the Repair Shop Trade Association.

For further information please contact us at the Rindge School of Technical Arts Collision Repair Dept. (349-6598, 6599) or drop by to see us at 459 Broadway, across the street from the high school.

(Christine Parziale and Frank Miranda are students in the C.A.L.S. Collision Repair Program.)

Take a tour of the shop and ask questions.

When you take a tour of the shop, you look for some type of unibody measuring device and pulling system which restores the car's original shape. You may also want to check for a MIG (metal inert gas) welder used in the repair of high strength steel. Ask if they are able to check wheel alignment and if they have the latest technical information and repair manuals.

Cleanliness is important; it reflects the technician's attitude. Friendliness and a helpful attitude will tell you a great deal about the type of service provided.

Ask to see completed jobs. Make sure there is a written warranty. Check the car for color match and even spacing around panels.

College Students Interviewed

By Raisha Vaidya

To give seniors and other underclassmen a view of what college will be like, I interviewed three people who are interns at the Museum of Science Computer Place. The interns are Linda Hetchman, Rob Pashkowsky and Andrew Ayers.

All three said that college is very different from high school because students experience more freedom and are able to make many new friends. Linda, who is now earning her second bachelor's degree at U.Mass/Boston, says college professors treat their students as equals while high school teachers treat their students like kids. Rob worked as the Dean's secretary at Clarkson University in New York. He said that working for administrators can be very helpful because you're the first one to hear about professors needing research done or other errands that you can do to earn extra money. Andrew, who is now getting his Ph.D. at M.I.T., says if a student is going to go to graduate school then the student shouldn't be worried about the undergraduate school that he/she attends. Employers look at the most recent college that you graduate from and not the colleges prior to that one. Andy also said that extra-curricular activities and athletics play an important role in college acceptances.

Linda, Rob, and Andrew said that when students start college they become more mature, responsible, and self-confident.

Rindge School of Technical Arts,

(formerly R.T.V.P.)

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is the second oldest vocational program
in the United States. Building on this rich
history, Rindge will be one of the first
schools in the country to forge new
directions for technical arts education.*

COMMENTS

Baghdad T.V. Opinion Poll



Why Do Americans Celebrate One Black History Month?

Black History Month is about remembering the people who died for the freedom people enjoy today. Black History Month is a time when Blacks and others sit and evaluate what has been accomplished in this country and in the world. Black History Month is a time of the year when people realize the dreams of past leaders. It is a time to keep those dreams alive.

It is a shame that Black History is honored in February and not year round. Blacks should be remembered like George Washington for their great contributions to America. Bad statements about black people throughout the course of American history was the beginning of the brainwashing of white and black people alike. People must not forget their history and heritage; otherwise one is lost already.

JOHN M. YOUTE

The opinions expressed on these pages are those of the writers and not necessarily those of the staff of the newspaper or the administration of the school.



LETTERS

School Recruiting Defended

Something is rotten in Cambridge. I am a lifelong conservative. I tolerated the political views of Pilot for three years. I stood by and watched the city roll over like a puppy and change the school logo and I have finally had enough.

The Cambridge Youth for Peace are now trying to get the military off campus. There are three charges being brought against the military: sexual discrimination, harassment, and misinformation. Like a 1930's gangster trial, the jury has essentially been paid off by the "untouchables". In Cambridge the peaceniks can do no wrong.

I agree with the CYP about the need to change homosexuality codes in the military, but forcing the military off campus won't bring about those changes. Further, is it suitable punishment? After all, we allow all-women's colleges on campus. Could it be there is some other reason the peaceniks want the military off campus?

The charge of harassment by the military is a farcical one. Just recently I was harassed by MOB (Middle East Organization for Brotherhood, or something like that). The caller said I had attended a meeting which I had never gone to, and asked my financial support for a march on Washington to protest the Gulf Crisis. I did something that apparently no peacenik has considered: I politely informed the caller that I was not interested, requested my name be removed from her list, and decided not to be bothered by the call.

"Misinformation" is a dubious and amorphous allegation. Misinformation about what? On whose part? Could it be the school should reform its own practices? Again, if this charge is true, I agree with the plan being considered. The military should only be allowed to recruit through the Career Resource Center, and students should have counselors present during meetings between recruiters and students.

Ask yourself though, if this should mean an end to on-campus recruiting. I personally find this insufficient evidence to convict the defendant. Maybe the peaceniks have a hidden agenda.

Deeper than these issues is the military mindset. The peaceniks don't want the military just off campus. They want the military gone. If I had a dollar for every time I heard some peacenik say "times have changed, we don't need an Army", I'd be able to buy a new house. The truth is, Cambridge has grown fat and soft on its own enlightenment. We here at Cambridge have come to see America as the root of all evil. Being anti-American is an "in" thing now. I guess nobody has been keeping up on the world events of the last few years. Do you realize that it is only because we live in America that this proposal is up for debate? CYP's action and its existence would cease to be in such "lovely" places as the Soviet Union or Cuba. Sure, nobody wants to use force, but where would we be if Washington, Patton and all the men and women of the Armed Forces had chosen not to fight? Probably without many of the freedoms the Armed Forces have served to defend.

Maybe we should really do something for the repressed peoples of the world. Instead of mailing a check to MOB, or marching on Washington, maybe, just maybe, we should keep our Armed Forces on campus.

LUKE SULLIVAN, A108

The Register Forum is published by the students of the Cambridge Rindge & Latin School, 459 Broadway, Cambridge, Massachusetts 02138
Established in 1891 as the C.M.T.S. Register

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Faculty Advisor
Mr. Stephen Surette

School Newspaper Can Help Unite The Internat'l Community

As we all know, C.R.L.S. is an international community representing about 70 countries. This is not an opportunity which many schools share. Therefore, many private schools and universities spend huge amounts of money and effort on exchange programs to get their students some international exposure.

Such programs are in harmony with that old saying, "if the mountain doesn't come to Mohamad, Mohamad has to go to the mountain."

In the case of the Cambridge Rindge and Latin School, the mountain has come to us. The world is gathered in front of us. We are honored with the opportunity to discover rich cultures and traditions, similarities and differences of each other.

Expecting to see interesting information about other countries and cultures appear in front of you is very opportunistic. Unfortunately, that is not enough. We, ourselves, have to contribute and share our international experiences with each other by giving first-hand information on these 70 countries of the world.

To further enlighten the C.R.L.S. community about your country and your perspective on any international issue, please contribute to a forthcoming issue of the Register Forum. We would very much appreciate if the culture clubs could cooperate with us in bringing this vital and long-overdue section to your school newspaper. The Indo Cultural Club is to be congratulated for taking an initiative in this process.

KOSIYA GUNNWARDANE

Male Behavior Immature

Out of all the concerns that have been discussed here at CRLS, one very important one has been overlooked. That is, the issue of sexual harassment.

Young girls are constantly being verbally and physically assaulted. In the hallways, classrooms, lunchrooms, outside around campus, and in some cases, guys have actually followed girls into the bathrooms.

Sometimes, it's a case of language barriers, or just teasing from a friend, but many times it's not. A girl should not feel intimidated to walk past a group of young "men" on her way to class. Are these guys in our school such jerks that they assume disrespect and stupidity could ever get them a date? Obviously so.

I see this kind of behavior happening everyday. I, myself am often bothered by such foolish people for the longest time. I accepted it as a simple fact of immature and ignorant male behavior. However, I now see it as unnecessary, humiliating, and most of all, unacceptable.

I'm not accusing every male in the school of such behavior, but I am accusing most of you. Sexual harassment is a very serious problem and is punishable by law if charges are brought up.

Unfortunately, not enough girls speak up about these things. Mostly because they think it's no big deal. These guys have come this far because we don't say anything. Sure, we may call out profanities, and even throw a slap. However, letting Security know is the real answer. They'll give you the support that you need and will work with you to make sure that the perpetrator is justly dealt with.

Recently, I went forward with a somewhat serious case and now many other girls have now come forward. It's not about women's lib, power struggle, or hating men. It's simply about human decency.

AMY RIVERA

Mapplethorpe Clarification

To the Editor:

In the January, 1991 issue of the Register Forum, Rita Ritterbush writes that her decision to cancel a field trip to view the Robert Mapplethorpe exhibit at the Institute of Contemporary Art was based on the fact that individuals and institutions other than Mapplethorpe made decisions to place his work in the public arena. This is incorrect.

The Mapplethorpe exhibition was made possible by six different organizations and was initially shown at the Institute of Contemporary Art, Philadelphia, from December, 1988 - January, 1989. The exhibition then traveled to four other art institutions before reaching the Institute of Art, Boston, in June, 1990. Mapplethorpe was involved in the planning of this exhibition, and a dinner was held in Philadelphia on December 9, 1989 to honor him. I attended this event.

Mapplethorpe died on March 9, 1989, in Boston.

GENE A. MEYER

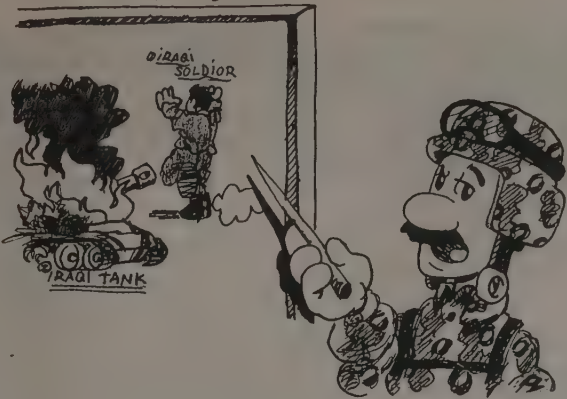
Metal Finally Recognized

What do Anthrax, Suidal Tendencies, Metallica, Janes Addiction and Faith No More have in common? Well, they were all nominated for Grammy's. Yes, real metal groups are finally getting recognized but not televised. The Metal and Rap categories were tossed to the end and both went untelevised. Real music that hits today's issues isn't even recognized. At least Metallica walked off with a Grammy for "Stone Cold Crazy". Maybe next year things will get better.

CAROL ANN ROBBINS

One Drawing is Worth 1000 Words

U.S. MILITARY
DEBRIEFING ROOM



We Can All Agree

Ben Schiavero '91

I Think We Can All Agree
This was an interesting war.
We had miraculously low casualties.
It is not a miracle to 90 American families.
Bush was incredibly lucky.
Or he lied to us, and knew Hussein was a desert wimp.
We need to feel patriotic.
We love our soldiers.
The war was not necessary.
Nor was its length.
Nor was its cause.
CNN was awesome.
the Kuwaitis are happy.
The Iraqis are not.
Our President can eat Thanksgiving turkey on the hood of a jeep.
Our planes work.
Our bombs are smarter than some humans.
We still are "the" world Super Power.
We don't watch CNN anymore.

We won.
The Patriots work... sometimes.
The SCUDs are useless... sometimes.
Hussein is less a military strategist than Schwartzkopf's socks.
Hussein looks better with a woman's body.
Iran still hates us, and has a lot of planes.
Hussein has about as much political clout as Quadafy.
Somebody has to pay.
We are still looking for those Japanese doctors.
And their wallets.
It was for oil.
But not ours.
The Canadian Navy is a joke.
Peter Arnett is about to have a best seller.
There are still too many men and women in the desert.
Which means the war is not over yet.
"Waiting for you to come along..."
- Jim Morrison, the Doors.

Haiti's Second Independence

Mathline Morose '92

Imagine a thirsty man in a desert who finds an oasis after a long walk; an old woman giving birth to a child that many did not believe she could; a rooster singing to announce daybreak. These are a few analogies that can describe the Haitian people's ecstasy on February 7, 1991.

It would be incoherent to say there would be no February 7 without Jean-Bertrand Aristide, newly elected President of Haiti. However, no one can deny the fact that this date would not have the same meaning for Haitians both inside and outside the country, and also to many concerned foreigners.

Who is Jean-Bertrand Aristide? Many people may eventually ignore this character on the island's political scene. Some others just have a wrong image presented by the American press of him. Another category, however, don't like him both for his humane personality and his political positions.

Aristide is a 37 year old priest born in Port-Salut, a city in the southern part of Haiti. He got a doctorate in theology and psychology. He was and still is one of the people that has been speaking against all sorts of injustice and denouncing the dictatorial regime in his nation. He did not only talk about the government, but he also put forth many ways to help the people realize in what situation they were, and showed them ways to get out of it. He started doing so by preaching the truth. A truth that has unfortunately been deviated from to keep many Third World countries dependent on others who think they are responsible for security and democracy in the world. Father Aristide became very famous among the people who attended the Church of St. Jean Boscot in Port-au-Prince where he worked. He listened to his people that he loves a lot and became the 44th President of the Republic of Haiti.

Other Points Of View On War Should Be Heard, Studied

Alexis Papali '91

Ever since the Iraqi army invaded Kuwait on August 2, 1990, the media to which we are exposed have been flooded with perspectives reflecting Western hopes, fears and analyses. Seldom have Arab civilians been consulted for their thoughts when they are the ones who have been affected the most by the war. In response to these shortcomings, here are some opinions from Arab and North Africa members of our community.

An Eritrean senior at CRLS voices his support for the Iraqis. His belief is that the "aggression against Kuwait" is only a reclamation of land that originally was Iraqi and was stolen by Western powers. He is opposed however to the tactics of Saddam Hussein to suppress Kuwaiti dissent. Although he believes that Hussein is a good leader to his people, when he compared the Kuwaiti situation to that of his own home, which is fighting for its independence from Ethiopia, he finds empathy with the Kuwaiti people.

Another Eritrean student studying at

CRLS feels differently. He suggests that the invasion was morally wrong and the Iraqi army and Saddam Hussein got what they deserved. In fact he feels that the coalition forces should invade Baghdad and remove Hussein and his Revolutionary Council from power to face trials for war crimes against Kuwait. While he is worried about his family in the Mideast, he believes that force is necessary to oust the junta currently in power. The only regret he has is the huge loss of life, especially of the civilians in Kuwait and Iraq.

Rami Alwan, a biology teacher at CRLS, opposes the war but supports the troops on both sides, especially members of his family in the Iraqi army. He considers them to be pawns in the hands of Saddam Hussein and George Bush. He believes that neither leader thinks well. Bush lacks world vision and an understanding of a long-term solution and Hussein is a dictator who was in debt and simply destroyed his creditor without realizing the consequences.

OP ED PAGE

Submit all materials for future publication to A211.

Black Is Not Just a Color

John M. Youte '92

Remember, black is not just a color. It is a state of mind. One of the problems that is affecting Black people is the violence in our communities.

Since the beginning of America it has been Whites killing Blacks, but today it is Blacks killing Blacks. Everyday on the streets of America, Black teenagers get killed. It hurts the Black community to see its young people dying in such a negative way.

Today we are free from the chains of slavery because of leaders like Malcolm X, Martin Luther King, Marcus Garvey, Toussaint L'Ouverture, Nelson Mandela, Steven Biko, Harriet Tubman, and many more. Ever since Black people were kidnapped from their homeland they have been struggling in America. Until recently Black people were denied a good education and today they are still being denied an education about their heritage. In many schools including this one Black history is taught without books to back up the truth about Black people.

Boston's Mayor Flynn talks about keeping teenagers off the streets by creating centers where courses can offered - courses in Black history to bring Black teenagers' self esteem to a new level. He does not realize that the teenagers need to think about their history beyond Martin Luther King so they can feel proud and uplifted. The world history books that students use do not really mention the real history of Blacks.

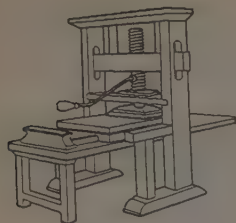
In the days of slavery, Black people stuck together but today we are killing

our own people just for material items such as drugs, sneakers and jackets. Some have forgotten their religion and their culture. Some wear the red, black and green, but do they know the what these colors mean? The red is for the bloodshed; black is for the people; green is for the land.

Wake up Black people! It is time for Blacks as a whole to get on their feet and start making the system work for them instead of their working for the system. Black people must unite to make a revolutionary change in themselves and for the Black countries around the world such as South Africa, Haiti, and others.

For every educated Black person in America, we are one step closer to beating the welfare system and getting out of poverty. People can accomplish what they want. By whatever means necessary, Blacks must learn who they are because they are no longer the people who were bought and sold. Move on Black man, move on. It is time to get an education and better yourself to keep Dr. King's dream alive. We must fill our minds with knowledge so we can be a good influence on the future generations of our people.





Historic Sketch
of old High School Buildings



Cambridge H.S. 1838-44



Cambridge H.S. 1848-64



Cambridge H.S. 1864-82



Cambridge English High School

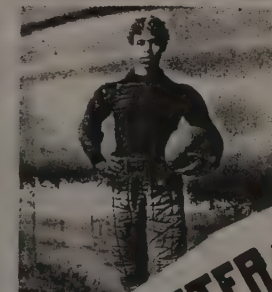
The first four high school buildings pre-date the *Register Forum*. The student newsmagazine of the Cambridge Latin School was known as *The Cambridge Review* (1886-1952). The Cambridge Manual Training School (later Rindge Manual Training School) gave birth to the *C.M.T.S. Register* (later the *R.M.T.S. Register*). Rindge was renamed the Rindge Technical School and the paper became the *Rindge Register* in the 1960s a newspaper was established at the Cambridge High and Latin School called the *Forum*. In 1977 the Cambridge Rindge & Latin School was formed and the paper took its present name.

1891 • Register Forum Observes



George Wells '93 (that's 1893) was the first editor of the *C.M.T.S. Register*. He was assisted by John Wood '93, who later became the headmaster. Perhaps both are present in this group of printing students who published the school newspaper that year.

Down The Years



WELCOME FRESHIES!

CLASS OF '29' OF

BRINE'S
SHOE and SKATE

HOCKEY SPECIAL—Show made of good quality black leather reinforced inside with rubber in places wearing. To this shoe is added a hardboard and rubber plated sole. If desired, shoes can be furnished with laces and rubber soles.

THE REGISTER
THANKS GIVING
NUMBER 1-9-2-0



WAKE UP SENIORS

Seniors! Your class lacks pep this year. In years gone by it has been the reverse. The most important class by right of virtue, there is no need of it, there is no need of it. Thus far you have...

1ST GAME IN NEW WAR MEMORIAL
CHS. 72-RINDGE 57
C.H.S. Wins City Championship by defeating our basketball team at the New War Memorial Gymnasium on Friday evening, February 14th. The game was a close one, the Rindge team won by a score of 57 to 52. The game was a very interesting one and the Rindge team played very well.



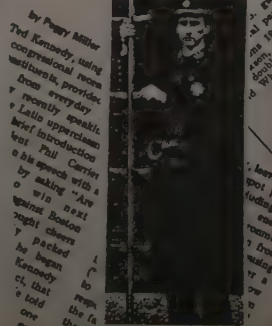
ENJOY YOUR VACATION WITH A
Duroplay Suit
REG. U. S. PAT. OFF.



KHAKI
NAVY
JEAN

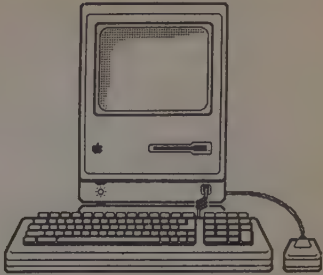
FAST COLORS
FOR AFTER SCHOOL OR CAMP
Blouses
May be worn
Separate
and Br...

BUY BONDS
AND HELP PUT OVER THE
SECOND WAR LOAN DRIVE
CO.
E (138)
ASS



George Wells
First Editor

100th Anniversary • 1991



Historic Sketch
of old High School Buildings



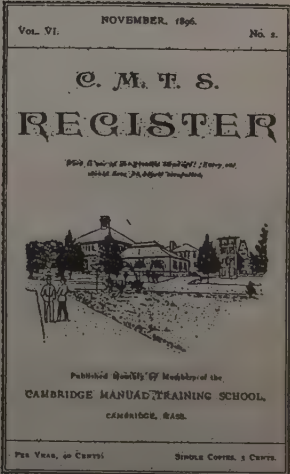
Cambridge Latin School



Old C.M.T.S. & old Rindge



Old Banners
tell our paper's history.



The current editors of the Register Forum are: (l-r) Jason Huang '92, Brook Dooley '92, John Youte '92, Ben Schlaver '91, Amy Rivera '91 and Ethan Nasr '92. Not pictured are Kirsten Andelman '92 and Matt Lambert '92. (That's 1991 and 1992!)

With The Newspaper

Former Presidential Candidate

Rev. Jesse Jackson Speaks To Packed House

CONGRESSMAN KENNEDY
IN VISIT TO RINDGE

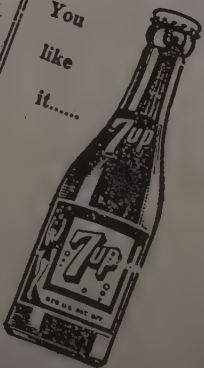
Sen. Kennedy
Receives Rousing

On May 10, 1948, this school was honored with a visit from Congressman Kennedy the Representative from our district.

Mr. Kennedy, one of the youngest members of the House, spoke on the duties of Congress and Congressmen. In this very interesting talk he outlined the passage of the much talked about Taft-Hartley Labor Bill.

He spoke on the also much talked about Draft Bill, recently passed by the House, U. M. T., European Recovery Program, and relations with Congressman Kennedy strong-

of the full passage of the bill. In conclusion, Congressman Kennedy urged us to keep up on current and action of Congress for all be the young men that these will affect.



You like it.....

.....It likes you



Century Ads
grapher
97 is
WINTER STREET,
BOSTON.
are entitled to
relatives are
and same
30 or more.
Committee.
W. J. GREENE,
C. M. ABBOTT,
W. T. WOOD.

BUY YOUR ...

and C

... OF ...

RDSON & BA

Foot of Dunster Street

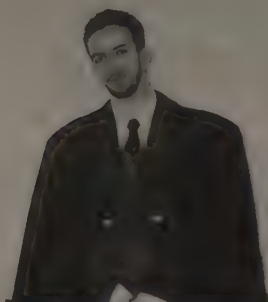
STUDENT SPOTLIGHT SHEDS SOME LIGHT ON SPECIAL C.R.L.S. STUDENTS

By Kirsten Andelman

(Faculty, staff, and students may recommend C.R.L.S. students for future Spotlights. Please speak with any editor.)

SHEELA KENNEDY

Grade 12-The Academy
Favorite Subject: History
Extra-curricular Activities: Cambridge Youth for Peace, Sailing team, Science team, Key club, Senior Executive Board, part-time job
Favorite Music: everything, especially reggae & rock
Favorite Food: corn beef hash
Favorite T.V. show: Murphy Brown
Favorite Movie: Dances with Wolves
How She Spends Her Weekends: "I like to go out with friends and talk on the phone."
Thoughts on the Future: "I plan on going to college and maybe majoring in history or political science. Other than that I'm really confused."
Thoughts on Rindge: "I think that going here has been a wonderful experience. I doubt one could find such a diverse school anywhere else in the country, but I can't wait to graduate."
Pearls of Wisdom: "If you believe in something, do it, because no one else will do it for you."



MARK GIRARDIN

Grade 12-Fundamental
Favorite Subject: Math
Extra-curricular Activities: Fundamental President, School improvement council, Alpine Ski Club, S.A.V.E., voluntary community service. Mark also has a music group called "Boss Boiz."
Favorite Music: Rap, R & B, Jazz, such as Big Daddy Kane, Special Ed, New Edition, Guy, Branford Marsalis.
Favorite T.V. Show: In Living Color
Favorite Movie: Mo' Better Blues
Favorite Food: "Anything that don't move."
How He Spends His Weekends: "I like to divide my time between my male and female friends and my job."
Thoughts on the Future: "I would like to go to college, pursuing a career in law, and at the same time continue making an album with my group. Either way I'M GETTING PAID!!!!!!!!!!!"
Thoughts on Rindge: "I think Rindge is full of opportunity and cultural diversity, which is not fully appreciated by most students. Many students need to focus more on their studies, not on other people's business. They will regret these mistakes in the future."

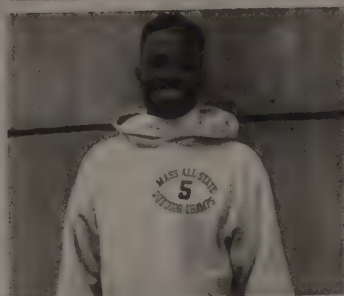
Pearls of Wisdom: "Take advantage of all opportunities for success, avoid negativity, and take the advice of people in positions you would like to be in."



JERRION BENJAMIN

Grade 11-Leadership school
Favorite subject: A.P.-U.S. History
Extra curricular Activities: B.S.U., TRACK (She was 4th in the class A state meet.)
Favorite Music: Reggae Shabba Ranks, Bob Marley, Pinchers
Favorite T.V. Show: True Colors, Its a Different World
Favorite Movie: Misery
Favorite Food: Curried goat & rice
How She Spends Her Weekends: "I like to chill with my girl Lesia, and B.C.G. (Black Conscious Girls)"
Thoughts on the Future: "I plan definitely to pursue my education through Howard University where I would like to major in law. I want specifically to defend black women because I think we need more recognition in society."
Thoughts on Rindge: "Academically C.R.L.S. offers students a good education. I think the

education here is #1 if you're a dedicated student. Socially it's a disaster because people are continually in your business."
Pearls of Wisdom: "Don't judge a person by the color of their skin but by the content of their character."



DONOVAN BROWN

Grade 11 - House A
Favorite Subject: A.P. U.S. History
Extra Curricular Activities: Peer Leadership, House A Student Government (President), B.S.U., Big Brother Big Sister (House A program), track.
Favorite Music: Reggae, Shabba Ranks, Pinchers, Admiral Bailey, Sanchez, Ninja Man
Favorite Food: Curry chicken.
Favorite T.V. Show: Different World, Cosby, True Colors
Favorite Movie: Home Alone.
Thoughts on the Future: I plan to further my education by attending college. In college I will major in business administration then partake of a business where I hope to be successful.
Thought on Rindge: Diverse, unique
Pearl of Wisdom: "Take life one step at a time."

Why Not Write
For The Next
Register
Forum?

Anna Colavito Saves Life After Taking First Aid Course

By Ben Schlaver

It was only one day after she had received from Mr. Skip McCarthy. Sitting in Café A in the Garage (Harvard Square), she saw a man coughing... choking. The man's girlfriend was whacking him on the back. Anna Colavito jumped up, stopped the woman from hitting him (hitting on the back usually does more damage than good), and encouraged the choking victim to

keep coughing. Soon he coughed no longer. When no noise is heard from a victim, the food is blocking the airway. Anna proceeded to perform the Heimlich Maneuver and the man "hacked up" a fairly large piece of his pizza. "I don't know how to thank you." That was all the man could say.
Anna believes that everyone should take some sort of First Aid class and Mr. Skip McCarthy is one resource right here at C.R.L.S. and students can get credit.

GOT A PROBLEM?

NEED ADVICE?

If you're having a problem concerning dating, friends, relationships, school, family, or anything else, consult the

R.F. Falcon,

Register Forum's own advice column.
Responses will be in upcoming issues of the school newspaper.
(Place in box in S.S.C.)

Are you an

exceptional student?

You may be eligible to attend UMass/Boston tuition-free.

Each year we award scholarships to students who show exceptional academic promise, talent in the arts, or commitment to public or community service.

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Boston, MA 02125-3393
617 287-6000

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Department of Dermatology

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- INFORMATION about acne provided
- REMUNERATION (\$) provided

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DERMATOLOGY CLINICAL
INVESTIGATIONS UNIT
Massachusetts General Hospital



Chess Is a Game Of Fun, But For Some It's An Obsession

By Karnow Prudent

"People, quiet down. It is too noisy in here and your voice is carrying." These are Mr. Parker's words when there is too much of a commotion in the library due to the chess players.

Before I go on babbling about the chess players in the library, maybe it would help to know how the game is played.

The object of the game is to capture your opponent's king. This is achieved when the king is not able to move without putting itself in check, or to use a simpler term, in danger. When this happens the king is said to be "checkmated". In other words, the game is over and the opponent has lost.

"Hey you. Yeah, you, the one reading this article. Have you ever seen these kids in the library before?" I mean these kids they are obsessed with the game. They are there every morning before school, during both lunches A and B, and sometimes till 5 o'clock after school. Yes, folks, until five o'clock.

When some kids are asked why they are always in the library simply to play chess, their answer is "because they have nothing better to do." For some

reason this just doesn't compute. The real reason is that the atmosphere is friendly and everybody is having fun. Therefore, no one has the urge to leave. This is particularly true in this writer's case. Sometime when I go to the library I say to myself that I am only going to stay there for a few minutes, but end up staying much longer.

This reminds me of an incident. I was playing against a girl. (Of course, I underestimated her.) I figured it's a girl; therefore this would be a piece of cake. (Boy, was I wrong!) I started the game on a sour note because she killed my knight. At that moment I knew I was in trouble. I tried everything possible. I tried my best, but it just wasn't enough. To make a long story short, "she ripped my head off". What is even worse is that all the other guys were there in other words, I was the "laughing stock of the day." Of course I got my revenge because the next time I played her I won.

This little incident shows how fun chess can be. Everyone should be encouraged to play chess (not in the library, of course) at home as a pastime simply to have fun.



Students enjoy the C.R.L.S. Library (Ben Schlaver photo)

Many Seniors Thought 'Fun' But Didn't Realize The 'Stress'

By Raisha Vaidya

The graduating class of 1991 was ecstatic in September. The seniors thought that their last year of high school would be fun and filled with delight. Most seniors were unaware of the stress that accompanies senior year. In interviewing many seniors to find out how the year has been for

them, we received some interesting responses.

Most seniors have done an excessive amount of work. Seniors who are applying to colleges found the application process to be arduous. Almost all the seniors believe that the college essays were difficult and time consuming.

Although everyone wants to go to their first choice school, financial aid remains an important criterion in their decision. A small percentage of seniors said they will work and take out personal and educational loans if necessary to attend their first choice institution.

It is now April and everyone is anxious to find out what colleges have accepted them. They're thinking about where they'll be next September and trying to deal with the stress.

AROUND C.R.L.S.

Tae Kwon Do Club Is Open To You

By Amer Habib

Kicking, punching, sweeping, flying, competing. From the front kick to the butterfly kick, the Tae Kwon Do Club is very active. We not only practice the Korean art of self-defense, but we also have many different activities which are enjoyable not only to serious martial artists. There is something for everyone. The meetings are on Tuesdays and Thursdays. There are a few field trips throughout the year, some to martial arts schools and some to tournaments. Advanced students may compete and others may spectate. Watching movies is another activity we have. For instance, we watched Bloodsport, Kickboxer, No Retreat No Surrender, and Best of the Best.

Tae Kwon Do practice is twice weekly. Each class is about one hour long, from 2:30 to 3:30 after school. We begin with basic warm ups then move to stretching. You don't have to be flexible at all for a beginner student in T.K.D. The classes are fun and good for your health. It's a great way to get flexible and build up stamina. You can have a great start from this club if you plan to continue to go on studying the art of T.K.D. or any other martial art. If you start and work hard, you may be able to compete in a tournament at the end of the year. Last year we had one of our members win a gold medal at the Tiger Cha's T.K.D. Open Championships. If you have any questions, please contact Amer, Matt or Kosiya in R228 before school. We look forward to see you.



Law Club member John Silva '75

Just as the RF is proud of its 100th, many of our clubs, classes, and teams may be celebrating anniversaries. If anyone is interested in planning a display for an upcoming issue, please let us know. We'd like to help.

YFU Accepts Nasr For Summer Visit

Ethan Nasr '92 has been accepted by Youth For Understanding International Exchange as an international exchange student. Ethan will live with a family in Japan on YFU's 1991 Summer program.

YFU International Exchange was established in 1951 as a private, nonprofit educational organization dedicated to promoting international understanding and world peace through exchange programs for high school students.

TIE ONE ON
FOR
S.A.D.D.

Students Against
Driving Drunk

President: John Crossman
Vice President: Brian O'Connor

Law Club Files In State House For Police Presence In Court

Petition #4552 was filed in the State House by Representative Alvin Thompson in behalf of Mr. Anthony Bruno's Law classes. It asks for legislation to prohibit substitute fill-in police officers at hearings and trials on moving traffic violations.

It reads as follows: "An act to prohibit substitute fill-in police officers at hearings and trials on moving traffic violations. Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows: SECTION 1. Upon written request of a defendant for a hearing on a traffic complaint citation for speeding or any other traffic violation, the Clerk Magistrate of the District Court within whose jurisdiction the alleged offense falls shall be required to hold such hearing at which the actual complainant

police officer and the defendant shall be in attendance for the purpose of telling their stories to the said clerk so that the clerk might decide whether probable cause exists to warrant issuance of a complaint and summons for trial.

SECTION 2. Provisions of Section 1 shall apply also during the trial as to the requirement of the actual complainant police officer's attendance."

LAW DAY
U.S.A.

May 1, 1991 (Wed.)
"Breakfast with the Judges"
and other law related personnel
Law Club Headquarters A212
7:30 a.m.

RF SPORTS PAGE



Everett Tops Falcons Quintet In E. Mass. Tournament Game

By John Youte

During the 1990-91 basketball season, the boys varsity gave a great effort. Despite their three losses to Everett and one loss to Peabody and two in California, the team gave their best to make the second round of the E.Mass. Division I North Tournament. Eventually Everett had one of their better days in the tourney game when they beat Cambridge, 63-49, which ended the Falcons' season.

The following players were on the varsity: Taba Moses (Sr.), Paul Materazzo (Jr.), Derrick Kimbrough (Sr.), Ken McFarlane (Jr.), Kirk Brooks (Jr.), Antonio Garcia (Jr.), Agrait Collazo (Sr.), Winchel Aubourg (Jr.), Pedro Florentino (Sr.), Ducan Fan-Fan (Jr.), Jamal Haynes (Jr.), and Dickerns Israel (Sr.).

Materazzo, Brooks, Fan-Fan, Aubourg and Garcia will be returning and a new group of underclassmen will make the Falcons strong contenders for the G.B.L. Championship.

1990-1991

FALCONS BOYS BASKETBALL

Camb. R&L 51 Malden 47
Camb. R&L 77 Arlington 43
Camb. R&L 44 Waltham 36
Camb. R&L 45 J.F.K. (Calif.) 77
Camb. R&L 50 Burbank (Calif.) 56
Camb. R&L 40 Everett 43
Camb. R&L 54 Brockton 47
Camb. R&L 82 Revere 34
Camb. R&L 37 Somerville 34
Camb. R&L 66 Peabody 44
Camb. R&L 40 Medford 34
Camb. R&L 70 Arlington 59
Camb. R&L 59 Malden 49
Camb. R&L 70 Waltham 56
Camb. R&L 44 Everett 60
Camb. R&L 65 Revere 56
Camb. R&L 80 Somerville 68
Camb. R&L 61 Peabody 69
Camb. R&L 62 Medford 49
Camb. R&L 70 Brockton 72
E.MASS. DIV. 1 N. TOURNEY
Camb. R&L 54 Somerville 50
Camb. R&L 49 Everett 63

RECORD

Greater Boston League 13-3
Overall 15-7

Girls Basketball Played Well



Demetria Battle and Jasmine Hogan Donaldson (13) try to defend against Medford team in G.B.L. action. The girls team finished their season with a 9-10 record. (Jason Huang photo)

1990-1991

FALCONS GIRLS BASKETBALL

Camb. R&L 44 Medford 33
Camb. R&L 48 Arlington 50
Camb. R&L 47 Malden 42
Camb. R&L 38 Waltham 39
Camb. R&L 48 Everett 58

Camb. R&L 40 Brockton 80
Camb. R&L 61 Revere 51
Camb. R&L 72 Somerville 42
Camb. R&L 40 Peabody 64
Camb. R&L 30 Medford 41
Camb. R&L 42 Arlington 38
Camb. R&L 67 Malden 44
Camb. R&L 40 Waltham 36
Camb. R&L 50 Everett 72
Camb. R&L 63 Revere 51
Camb. R&L 67 Somerville 42
Camb. R&L 40 Peabody 63
Camb. R&L 41 Tyngsboro 61
Camb. R&L 45 Brockton 70

RECORD

Greater Boston League 9-7
Overall 9-10

Boys' J.V. Goes Undefeated

By John Youte

The Cambridge Boys J.V. basketball team ended a perfect season, going undefeated and winning the Greater Boston League Championship. The team's success resulted from working together as a team and learning that if a player only cares for himself, the team gets nowhere.

The JV went 19-0 and is the first basketball team since the Rindge and Latin schools merged (1977) to have an undefeated season. The players not only improved on the court as the weeks went by but they improved academically as student athletes.

The following players made up the J.V.: Bevon Graham, Herman Banks, Kyrk Morris, Justin Wilson, Seante Harris, Myron McClaren, Joshua Drake, Leroy Gibson, Edwin Asamogh, Edwin Molina, Andre Brown, John Youte. Joel Burke was the coach assisted by Reneé Martin.

Some of these players will become strong contributors to future varsity teams.

CRLS TRACK AND VOLLEYBALL COLLEGE STARS

By Matt Lambert

This is the first in a multi-part series on CRLS graduates who have pursued athletics on the college level.

The Cambridge boys' track team has been dominant in their division for many years, but what happens to these fleet footed scholars once they leave the halls of Cambridge? Well, Matt Aldrich '90 is now galloping on Bowdoin University's cross country team. Karim Saunders '87 sprints for Auburn University and has been a 4x400 All American twice. Lance Campbell '87 puts his skills to the ground for Westfield State and has been an All-American in the 800m three times.

Boston College has speed in the 100-200m with Ray Neves '89 while Ros Simuel '90 ties his shoes for Fitchburg State's varsity.

Here are a few others who have continued the quest for glory: Bryce Lindamood '90 (Haverford), Waldi Clarke '88 (B.C.); Eric Andelman '90 (Keene St.); Jason Greene '88 and Scott Cody '89 (Providence); Francisco Hernandez '88 (Fitchburg St.); and Ken Forde '87 (Brandeis).

Many colleges have also been lucky enough to get a few CRLS grads from our girls' volleyball teams. Julie Gibbons '90 is Vassar's gain. Henderon Suttle '90 sets up for East Stroudsburg and Maria Mantia '90 serves for Smith's varsity. Maria DiClemente '82 is now head coach for Northeastern's Huskies.

Coach Linda Town and Coach Bob Maguire can be proud of the on-going success of their players.

BIKE TOUR OF THE EIGHTH



May 18, 1991

Coordinated by the Charles River Wheelmen

20 Mile Ride

through the

Eighth Congressional District.

• Begin and end at Herter Park, Brighton.

• Begins at 10 A.M.

• Picnic Hosted by Congressman

JOE KENNEDY

Herter Park at Noon.

(Joe will participate in the 20 Mile ride.)

ENJOY A SUNNY
AFTERNOON;
SUPPORT OUR
SPRING SPORTS
TEAMS

Girls Track Goes Undeclared; Shirley Licorish Is Outstanding

By Kirsten Andelman

The girls track team finished with an 8-0 record. Although the State meets didn't go as well as planned because several top runners couldn't participate, overall the girls accomplished a lot this season.

Part of the reason for success has been the slew of talented newcomers who debuted this year. Jerrion Benjamin, a junior who is running track for the first time, dazzled everyone with her consistent 1st place finishes in the 50 yard dash. In the longer races there was a talented group of freshmen runners led by Lena Entin, Eunice Herd, and Cecilia Goraspe. These girls, coached by 'the boys' cross country mastermind Bob Maguire, captured numerous places in events such as the 2 Mile, Mile, and 1000 yard run. Along with these fresh new faces, the team was led to success by team veterans such as Keri Hinderlie and Terri Wright who participated in breaking the league record in the Mile Relay.

No article would be complete without the mention of Shirley Licorish, one of the most outstanding female athletes to hit C.R.L.S. in a long time. As well as capturing the title of State Class A Champ and All State Champ, she was named All-Scholastic for hurdles by both the Globe and the Herald. With a time of 8.3 second for the hurdles, it's easily understood why she's considered the

best in Massachusetts. And to put the icing on the cake, Shirley was Class A High Jump Champ with a height of 5'0".

C.R.L.S. Indoor Track (Boys) Seasons Summaries

CHAMPIONS

Jesse Cody
1000 yd. All-State Champion (2:17.57)
100 yd. B.C. Classic Champion (2:23.5)
600 yd. G.B.L. Champion (1:19.6)
Mile Auerbach Champion (4:36.6)

Damon Jones
300 yd. State Coaches Champion (31.6)
440 yd. Dartmouth Relays Champ (50.0)
300 m B.C. Classic Champion (2:24.8)

Everton Morgan
1000 yd. G.B.L. Champion (2:28.5)
1000 yd. Auerbach Champion (2:24.8)

Willis Koch
Mile G.B.L. Champion (4:51.9)
2 Mile Auerbach Champion (10:16)

Wallace Coar
300 yd. (35.3)

Relays
(C.Boyd, W.Coar, J.Cody, D.Jones)
State Coaches Relays mile relay (3:29.1)

1990-91 RECORDS

Damon Jones
300 yd. Fieldhouse Record - tied (33.1)
300 yd. G.B.L. Record (33.1)

Everton Morgan
1000 yd. Auerbach Meet Record (2:24.8)

OTHER MEDALISTS

B.C. Classic
Wallace Coar 6th 600 yd. (1:20.3)

Dartmouth
Mile Relay Team (Coar, Cody, Boyd, Jones) 2nd (3:32)



CONGRATULATIONS TO TRACK ALL-STARS

BOSTON GLOBE ALL-SCHOLASTIC

Jesse Cody, 1000 yard (boys)

Shirley Licorish, Hurdles (girls)

GREATER BOSTON LEAGUE ALL-STARS

Boys - Eric Doiron, Hurdles; Damon Jones, 300 yd.; Wallace Coar, 300 yd.; Jesse Cody, 600 yd.; Everton Morgan, 1000 yd.; Khavimu Rashad, 1000 yd.; Willis Koch, Mile; Jon Backstrom, 2 Mile. Girls - Shirley Licorish, Hurdles; Teri Wright, Hurdles; Keri Hinderlie, 300 yd.; Gail Rock, 600 yd.; Eunice Herd, 1000 yd.

Cambridge R&L Boys' Indoor Track 1990 - Team Results - 1991

Greater Boston League Champions (8-0)
All-State Meet - 3rd place
State Class Meet - 5th

State Coaches Meet

Jesse Cody 2nd 100 yd. (2:21.2)
Everton Morgan 3rd Mile (4:29.8)
Mile Relay Team (C.Boyd, F.Mercado, J.Cody, D.Jones) 2nd (4:32.0)
4x800 Relay Team (C.Boyd, C.Mittel, J.Boyd, E.Morgan) (4:30.7)

Auerbach Fr/So Meet

Jeff Harris 6th 50 yd. (6.2)
Jeff Harris 6th H.J. (5'8")
Mile Relay Team (J.Boyd, W.Koch, E.Morgan, J.Cody) 2nd (3:42.8)

State Coaches Relays

Sprint Medley Team (J.Cody, P.Newton, K.Lahens, D.Jones) 3rd (3:40.4)
4x500 M Team (K.Rashad, J.Boyd, E.Morgan, C.Mittel) 2nd (8:17.6)
4x200 M Team (J.Lahens, E.Doiron, F.Mercado, P.Newton) 5th (1:25.7)

Greater Boston League Championships

Frank Mercado 2nd High Jump (6'0")
John Crossman 2nd Shot Put (43'8")
Eric Doiron 4th High Hurdles (7.3)
Chris Mittel 3rd 600 yd. (1:21.5)
Khavimu Rashad 2nd 1000 yd. (2:30.6)
J. Backstrom 2nd Miles (4:53.6)

State Class "A" Meet

Damon Jones 4th 300 yd. (32.2)
Everton Morgan 3rd Mile (4:28.9)
Willis Koch 6th 2 Mile (10:31.3)
J. Cody 2nd 1000 yd. (2:17.8)
F. Mercado 6th High Jump (5'11")
2 Mile Relay Team (C.Mittel, J.Boyd, C.Boyd, E.Morgan) 4th (8:29.6)

All State Meet

Damon Jones 2nd 300 yd. (32.20)
Everton Morgan 5th Mile (4:24.2)
2 Mile Relay Team (W.Koch, C.Mittel, K.Rashad, E.Morgan) 2nd (8:18.2)

HONORS

All-Scholastic
Jesse Cody - Boston Globe 1000 yd.
2 Mile Relay Team (W.Koch, C.Mittel, K.Rashad, E.Morgan) - Boston Herald

G.B.L. all Stars

Damon Jones
Jesse Cody
Wallace Coar
Willis Koch
Everton Morgan

BEST PERFORMANCES 1990-91

50 yd. - Damon Jones (5.7)
50 H.H. - Eric Doiron (7.0)
300 yd. - Damon Jones (31.6)
600 yd. - Wallace Coar (1:18.2)
1000 yd. - Jesse Cody (2:17.8)
Mile - Everton Morgan (4:24.2)
2 Mile - J.B. Backstrom (10:03)
High Jump - Damon Jones (6'1")
Shot Put - John Crossman (44'10")
Mile Relay (3:29.1)

MATT ON SPORTS

My View on the 1991 Baseball Season

AL EAST

1) Red Sox. They have confidence, motivation, and money. These are the three things that are going to bring them to a rematch with the A's. Josias Manzanillo's visa was finally cleared and Mo Vaughn lives.

2) Toronto Blue Jays. During the off season, the Jays shed their skin of a number of bickering, big name players including George Bell and improved to acquire Joe Carter, Devon White and others. The days of attitude outweighing talent are over and the Jays are ready to play ball.

3) Baltimore O's. With Palmer back to "jockeying" briefs, the orioles will turn their attention to the excellent pitching talent of 23 year old Ben McDonald and the up and coming staff behind him. Newly acquired Glen Davis will drive in runs for these contenders.

4) Cleveland Indians. This team has a decent pitching staff but traded away most of its big name players including Joe Carter, Cory Snyder, Candy Maldonado and Julio Franco in recent years. They are left with little power, few super stars, and pennantless for 36 years and counting.

5) Milwaukee Brewers. Aging hitters and injured pitchers. This one time (least) contender has not improved over the winter. A healthy year for starters plus a Robin Yount revival will put them in the race. If not, look for them in the cellar.

6) New York Yankees. Even with George Steinbrenner's game of "musical chair managers" ended, Stump Merrill might not last the season. Comebacking Don Mattingly could put them over the 70 win mark.

7) Detroit Tigers. A record number of strikeouts won't be set by the pitchers. The free-swinging duo of Rob Deer and Cecil Fielder should provide quite a few balls for fans in center

while padding the records of opposing pitchers with over 350 k's. Maybe this team with a 32 year old average players should be looking for the fountain of youth instead of a pennant.

AL WEST

1) Oakland Athletics. So deep in talent that the defection of Willie McGee (1990 NL Bat champ) and the season-ending injury of All Star 3rd baseman Carney Lansford from a snowmobile accident, haven't seemed to change their chances of continued dominance in the West. What kind of gas was Canseco using when he was clocked at 106 mph on the highway?

2) Chicago White Sox. The Sox have a new stadium and a new image: the promise of young players, the addition of Tim Lincecum and a natural grass Comiskey II give them a bright future.

3) California Angels. Word out of Florida is that the Angels are trying to make up for their lackluster 1990 campaign. They picked up third baseman Gary Gaetti, DH Dave Parker and slugger Dave Winfield in recent months and are expecting a recovery from Langston's expensively disappointing 1990.

4) Texas Rangers. This perennial 4th place finisher will find themselves finishing in... fourth place. The team has good hitting behind slugger Ruben Sierra and decent pitching with Nolan Ryan steaming towards 6000 k's. They have to be bummed they're in the AL West.

5) Kansas City Royals. Emigration of curveballing Mike Boddicker reinforces a dynamite pitching staff. The hurlers include Bret Saberhagen, Mark Gubicza, Tom Gordon, Jeff Montgomery and two rebounding Davises. The unfortunate injury to Bo Jackson plus the fact that Saberhagen sputters in odd years,

will keep them away from the title.

6) Seattle Mariners. This team has a young pitching staff "with credentials." Hanson, Bankhead, Johnson, Holman and Schooler will be household names all across America... except in Seattle.

7) Minnesota Twins. This team has a lot of holes to fill and only so much putty to do it with. A closer in either Rick Aguirre (32 saves) or Steve Bedrosian is the only solid ground in Twinland. Traveling to frigid Minneapolis will be well worth the trip for league competitors.

NL EAST

1) Pittsburgh. Deeply rooted with talent in Barry Bonds, Bobby Bonilla, Doug Draben and just about everyone else on the team, the Pirates should easily repeat. Jim Leyland is so popular these days that George Bush should consider him for Vice President in '92.

2) Chicago. George Bell may be just what the Cubs need to light up those night games at Wrigley.

3) New York. The Mets will rely on the talents of their soon to be expensive pitching staff of Gooden, Viola, Cone, Franco, etc. "Darryl-less," they just aren't the same. Howard Johnson may have to start corking his bat again.

4) St. Louis. This team is relying on a comeback from an injured pitching staff physically and mentally. Bullpen ace Todd Worell is coming off surgery and Joe Magrahe and José DeLeon from a combined 36 losses. One mustn't forget the whereabouts of Lee Smith.

5) Montreal. A last place finish for these guys will mean a continued exodus of free agents from this freezing, hockey-loving city of the north. I guess baseball, astro turf and Quebec just don't mix.

6) Philadelphia. When you're leading pitcher has 10 wins, you know there's some problems to look at. One simple scenario: Phils win the Series and drought devastates Seattle.

N.L. WEST

1) Los Angeles. The addition of Darryl Strawberry will give the team much needed bat support while talented staff keeps the games short. A mid season pickup of Orel Hershiser will bring them to the October finale.

2) Cincinnati. What a pitching staff! The only thing keeping them from repeating is the fact that they are still in shock from toppling the A's and they have an owner who treats her dog better than her stars.

3) San Francisco. The trio of Will Clark, Kevin Mitchell and Matt Williams should cause quite an earthquake in S.F. this summer. Throw in Willie Magee and half a dozen decent pitchers and who knows.

4) Atlanta. Look for the continual last placer to pull a 1990 White Sox type move in the next couple of years and surprise everyone. The team is young and talented and lacking only in experience.

5) San Diego. Losing feudster Jack Clark and "Barr"ing Roseanne from public displays should do this team a world of good. Disappointingly picked first for the last few years by many fans, they are in a good position to prove 91 doubters wrong.

6) Houston. Gone are almost half of the Astros pitiful 94 roundtrippers in the loss of Glen Davis and Franklin Stubbs. Gone are their best reliever (Dave Smith) and fire balling Danny Darwin via free agency. It's gonna be a fun year in Houston!

Environmentally Speaking: What on Earth are we doing?

Our Planet Needs An Overhaul: We Must Completely Clean Up Our Air, Our Seas, Our Lands

By Ethan Nasr

Imagine when you wake up that you think that today starts to look like a lovely day. Since you can almost see the sun through the clouds of acid rain you decide to go for a swim at the beach but while swimming you find yourself surrounded by crack vials and stained bandages. No matter, today still is a good day for walk on your favorite trail, but on your walk you find out that your favorite trails leads to a lovely landfill. Yes, this could be one of those nightmares but this dream is an unfortunate reality. The world is in bad shape these days and needs some help to get back on its feet. The earth has to deal with such problems as ozone depletion, overpopulation, global warming and deforestation. One of the more vicious problems is that of pollution.

IN THE AIR

Pollution comes in many forms, but we tend to focus our attention on the air around us. With trees being cut down and factories being built we need to show more concern for our precious air. Though we tend to think greedy evil businesses with unfiltered smokestacks are behind our air pollution problem, a majority of the blame lies with the average person. The United States, for

instance, is among five nations with the highest fossil fuel pollution per person. These fuels are burned when we heat our houses or drive our cars. Driving our cars is even worse than heating our homes though. With car pollution, out comes carbon monoxide as well; in fact 75% of car pollution is made up of carbon monoxide. Another form of air pollution directly attributed to driving cars is that of acid rain. Carbon monoxide and other chemical pollutants float up and mix in with the clouds. The poisonous gases condense and when precipitation occurs from these clouds, out come the chemicals in the form of rain. Some of this rain falls on the land and some of it falls on bodies of water. The rain that falls on the land kills plant life and the rain that falls into the water kills marine life.

IN THE SEA

The oceans, as well, are being polluted but the difference between water pollution and air pollution is enormous. The oceans cover over 70% of the earth's surface which makes them a perfect place to hide garbage. And when it's out of sight, it's out of mind. Garbage is only a minute fraction of the pollutants. Along with garbage from urban runoff comes motor oil from cars and sewage from plumbing. In New York City, 37% of

the sewage is disposed of by ocean dumping. Besides urban runoff, there is also agricultural runoff which contains pesticides and fertilizers. On top of that there is also industrial waste which usually is made up of copper, lead, arsenic, zinc, and cadmium. All of these pollutants pour into the oceans, killing or damaging marine life. The ocean, however, is thought to have regenerative powers. Unfortunately the ocean has essentially two ways of coping with pollutants: it can dilute them or metabolize them. Of course, we are also very familiar with oil spills now a days. Oil spills kill marine life just as other pollutants do, however they are considered short-term hazards compared to these other more devastating pollutants. Pollution is economically devastating as well. Polluted waters and littered beaches can take jobs from fishermen as well as food from consumers, recreation from vacationers and business from resorts. In fact, in the U.S., commercial fishing is a 3.1 billion dollar industry which is being increasingly threatened by pollution. Furthermore, if you were to take a trip out to sea, you might find the ships you pass by are actually garbage barges. Some of these barges are just ships full of garbage floating around waiting to dock somewhere. Other garbage barges go out about 100 miles off the coast and dump the garbage simply because landfills on land are full.

ON LAND

With a society that only recycles about 25% of its paper, it's no surprise that our landfills are reaching maximum capacity. Our landfills have more than paper though. In fact they contain plastic, metals, toxins, urban garbage, etc... Of course not all our pollutants go in a landfill or into the ocean. Instead some toxins go in our backyard. Illegal toxic dumping is fast becoming the latest trend of industrial business. Last year toxic discharges increased by 23%. Furthermore the U.S. is the third largest exporter of toxic waste which is then usually illegally dumped in other countries. The toxins that are dumped into the land are extremely destructive. They flow to the ocean as runoff along with other water. Usually anything that is in the toxin's path to the sea such as trees, bodies of water, sanctuaries for animals, plants, are killed or damaged irrevocably. Finally the toxins reach the sea and continue to destroy the environment within the ocean.

WHAT CAN I DO?

Many people feel that they are one person among billions and are helpless to change their environment around them. People must keep in mind that if individuals don't make a difference than who actually does? People hold their own destiny in their hands. In the area of burning fossil fuels, we need to cut down our consumption. For homes you can insulate better to save heat and money. For cars, carpool, take public transit, walk, combine short trips into one errand, observe speed limits, avoid excessive acceleration and braking. For



factories, you can write to your congressman asking for tougher clean air bills and stringent filters on industrial smokestacks. In the area of the sea, the best thing to do is to recycle. The reason garbage does into the sea is because landfills are full. Furthermore by recycling you will reduce the burning of fossil fuel to build new products. In the area of land, you can also boycott companies found to be illegally dumping toxins and write to explain to them why you will not patronize them. Letters today mean a lot simply because no one writes to companies anymore. Companies feel individual letters are representative of hundreds of thousands of consumers.

IT'S NOT OVER YET

True, earth is in bad shape and needs a complete overhaul but do not despair. We have been sloppy in the past, but we still have time to clean up our air, our seas and our lands. All we need is a chance, which we have.

BIKE TO WORK DAY May 20th

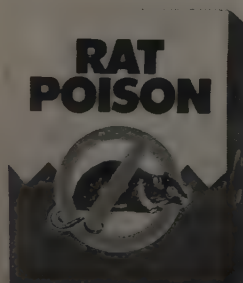
Sponsored by the Boston Area Bicycle Coalition

Congressman Joe Kennedy will lead a number of riders to Boston City Hall from Cambridge and Brighton. The ride is to demonstrate how the use of bicycles is a most healthy, convenient, and environmentally sound means of commuting to work or school.

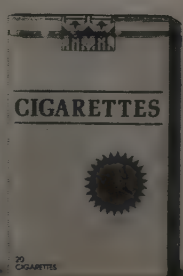
Congressman Kennedy will be introducing legislation entitled, "The Bicycle and Pedestrian Transportation Improvement Act of 1991." This bill would require states to use 3% of Federal Highway Funds for bicycle and pedestrian transportation facilities.

For more information call Joe Riley at Congressman Kennedy's office (242-0200).

What
comes in
this box,



Also
comes in
this box.

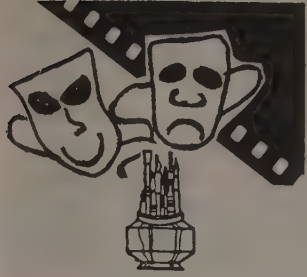


Cyanide is the deadly ingredient in rat poison.
And just one of the many in cigarettes.

EARTH DAY 1991

Students interested
in being involved
in the
Earth Day Celebration
on April 20, 1991,
please sign up
in the S.S.C. with Ms. Hunter.

ARTS PAGE



Pilot Opens Annual Play

By Ethan Gould

This year's Pilot Play, *Nineteenth Nervous Breakdown*, a musical, theatrical and dance review, will be performed on April 4, 5 and 6, 1991 (Thursday, Friday and Saturday) in the Fitzgerald Theatre. The curtain is 7:30 p.m. A limited number of tickets will be available at the door on the night of each performance, but it is recommended that they be purchased in advance. Tickets, at \$5.00 apiece, are available at the Pilot Office (R510).

Movie Review

'Doors' Plays Plenty of Music

"The Doors" Rated R
(An 8 on a scale of 10)
By Ethan Gould

Although the movie's title bears the name of the famous '60s rock band, the focus of *The Doors* is on the band's lead singer, Jim Morrison played by Val Kilmer. Beyond having heard several of their songs, I do not know that much about The Doors and their history. However, I can guess that Jim Morrison was the center of attention of most fans just as he is the main focus of the movie.

Many scenes portray Morrison and others in a drug-induced state. A friend of mine felt that too much of the movie consisted of acid trips or was filmed as to portray a drug-induced state. Another friend stated that this was realistic.

In general, I was entertained by the movie and I thoroughly enjoyed the club

and concert scenes. I would have liked to have learned more about the other members of the band, however, and did not come out of the movie feeling as if the three others' characters and histories and the band's rise to fame were presented especially well. Jim Morrison is in the limelight in this movie, just as he probably was when he was in the actual band and when they performed in concert. Maybe this was how the filmmakers intended it.

Although *The Doors* was not an extremely thorough film, it was still enjoyable and I still felt I learned something about The Doors and that the film often portrayed Morrison as an unfriendly, two-timing character which he supposedly often was. The film contain several good concert scenes and plenty of music.

"Fantasia: An Ensemble for Acting" Proceeded to the State Finals in Drama Festival



Drama students are seen rehearsing during recent Massachusetts Drama Festival.
(Elina Kari photo)

Movie Review

'Doors' Is Depressing Film

By John Casson

Oliver Stones portrayal of Jim Morrison in his latest movie, *The Doors*, deals with the lead singer's obsession with death, drugs and alcohol. Val Kilmer's performance of the lead singer was excellent in this almost pathetic film. The film was two hours and twenty minutes of pain and depression where you saw Jim trying to jump from the window of a building while high on drugs

and alcohol. I really did not want Jim to do it but as the movie dragged on and Morrison dragged everyone into a depression with his repeated attempts on his own life, it gets to a point where I wished death upon him. I really would not recommend the film. The music, which seemed excellent at the beginning, could not save the film for me!

POEM By John Youte

God, when will Black
people learn to live
like brothers and sisters?

God, my people are dying
everyday because of
violence. When will it stop
When will black people
learn to use Dr. King's
dreams as a hope to better
ourselves.

Father, why don't Black
people learn from the past?
Have they forgotten the
struggle of Medger Evers,
Rosa Parks, and Harriet Tubman?

Father, Can you help
my people realize that
change doesn't come overnight.

And father, why did
Martin Luther King,
Malcolm X, and Steven Biko
have to die?

My son, All these
questions are hard
to answer. And son in
life we all must die
one way or another.
And son they died so
you and I can
have freedom and justice.

Father, is it true
that a consequence
of freedom is death?

Son, the mysteries of
death are hard to explain.
True freedom is taking
responsibility for one's
actions.

Son, look deeply into
your heart for a solution,
not an excuse to blame
someone else.



PHOTO BY DALE MISKELL.

The Cambridge Rindge and Latin School
15th Annual Photography Exhibit

The Gallery of the Cambridge Multicultural Arts Center
41 Second Street, East Cambridge

March 28 - April 27, 1991

Gallery Hours 10:00 - 4:00 Monday - Friday ; or by appointment (577-1400)

Pilot Productions Presents

NINETEENTH NERVOUS BREAKDOWN

A Musical, Theatrical and Dance Review

C.R.L.S. Fitzgerald Theatre

April 4, 5, 6, 1991 Curtain Time: 7:30 p.m.

TELEVISION TRIVIA

Cosby Trivia

By Antwon Purvis

"Hello, people. This is Bill talking to you and I heard that you had Brady Trivia. Now let's have Cosby Trivia!!"

1. What is the last name of Sandra and Alvin?
2. What is the name of Theo's girlfriend?
3. Who was the third child in the Huxtable family?
4. What is Theo's best friend's nickname?
5. What actor played a car dealer that Cliff tried to fake out?
6. What show is a spin-off of the Cosby's?
7. What was the name of Theo's math teacher who visited the Huxtable home for dinner?
8. What is Denise's step daughter's name?
9. What is Cliff's father's name?
10. What type of music do Mr. & Mrs. Huxtable enjoy the most?

ANSWERS: 1. Thibodeaux; 2. Justine; 3. Theo; 4. Cockroach; 5. Sinbad; 6. A Different World; 7. Ms. Westlake; 8. Olivia; 9. Russel Huxtable; 10. Jazz.

Alf Trivia

By Tracy Sibert

1. What planet does Alf come from?
2. What is Alf's favorite food?
3. What's the name of the cat that Alf wants to eat?
4. What was Alf afraid of when he was camping outside the house with the two boys?
5. Where does Alf hide mostly when neighbors come over to visit?
6. What happened when Alf worked as a servant in the house and he tried to cook?
7. Who are the mother and father in this sitcom?

Alf Answers: 1. Malmack; 2. cats; 3. Lucky; 4. slugs; 5. kitchen; 6. kitchen blew up; 7. Kate and Willie Tanner.

Taxi Trivia

By Ethan Nasr

1. Does Alex have any children?
2. Why does everyone like Latka's cookies?
3. Who burns down Louie's house?
4. What card game do the cabbies always play?
5. What city do the cabbies drive in?
6. Which cabbie was mugged once in his cab?
7. What cab (number) did they all love?

ANSWERS: 1. Yes, one daughter; 2. cocoa leaves; 3. Jimmy; 4. poker; 5. New York; 6. Bobbie; 7. 804.

Who's the Boss Trivia

By Nicole Messina

1. Why did Tony and Samantha move in with Angela and Jonathan?
2. Where was it that Tony and Samantha used to live before the move?
3. What is Tony's job?
4. How did Tony get the job?
5. Who was the star who came to the house to sing with the family?
6. What was the reason that Samantha did not like her new car?
7. What conditions let Samantha go to her first dance?
8. What was the reason that Tony did not want Samantha to come into the house when he went for the job?
9. What does Angela do for a living?
10. Who's the new little boy who plays on the show?

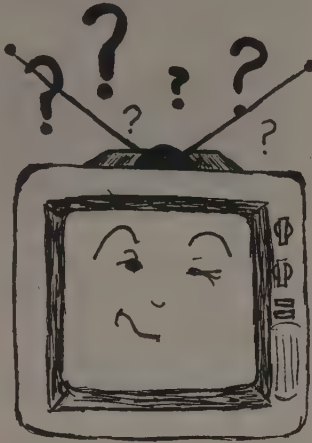
ANSWERS: 1. He needed a job; 2. Brooklyn, NY; 3. Housekeeper; 4. He was looking for a job and he bumped into Mona and they talked and she said you can work for my daughter; 5. Ray Charles; 6. It was covered with safety lights; 7. If Tony chaperoned; 8. She got a black eye and he wanted to make a good impression; 9. President of an ad company; 10. Billy.

NIGHT COURT TRIVIA

By Joseph Karslian

1. What is Harry Stone's favorite musician?
2. What is Dan Fielding always trying to do?
3. Who are the two bailiffs?
4. What is Harry Stone's hobby?

ANSWERS: 1. Mel Tormé; 2. Hit on women; 3. Bull and Roz; 4. Magic.



FRESH PRINCE OF BEL AIR TRIVIA

By Jabriel Jacobs

1. What city does it take place in?
2. What's the name of the butler?
3. What type of house does the aunt and uncle own?
4. What basketball star came on the show?
5. What city is Will from?

ANSWERS: 1. Bel Air, CA; 2. Geoffrey; 3. Mansion; 4. Isiah Thomas; 5. Philadelphia.

227 Trivia

By Toi Neely

1. What happened to the first landlord of 227?
2. Who was the 2nd landlord of the property?
3. Who appeared at Rose's wedding?
4. When the people of 227 went to the Casino in L.A., who won a lot of money?
5. Who did this person give half of her money to?
6. What did this person do with the remainder of the money?
7. What was the name of Sandra's cousin?
8. What is the name of Brenda's teacher who lives in 227?
9. Who was Pearl looking for at the casino?
10. How many times did Brenda and Calvin go to the Casino dressed up in costumes because they were too young to get in?

ANSWERS: 1. He died and left the property to someone; 2. Rose; 3. Luther Vandross; 4. Mary; 5. Lester (her husband); 6. Mary lost it gambling; 7. Conchita; 8. Dillian McMillan; 9. Luther Vandross; 10. three.

A Different World Trivia

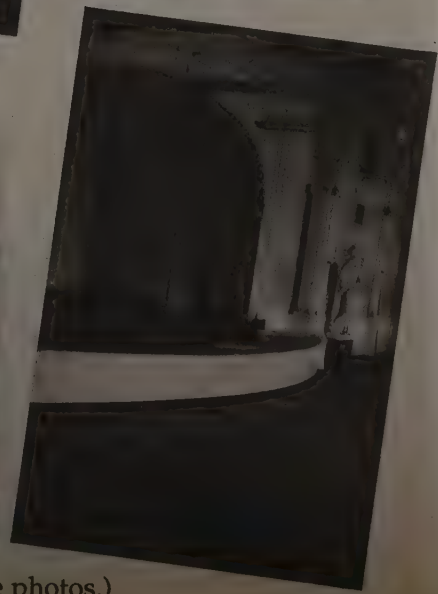
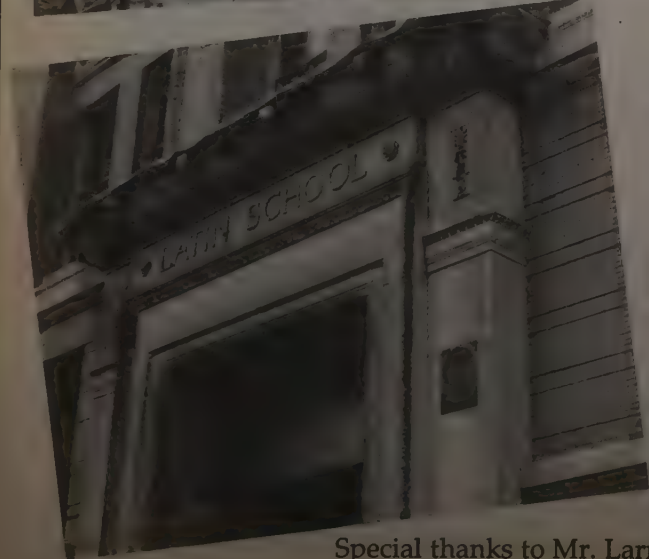
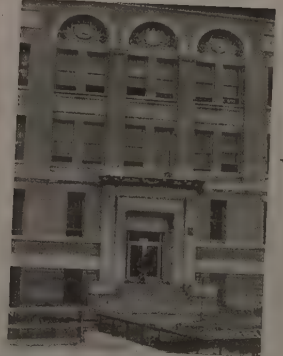
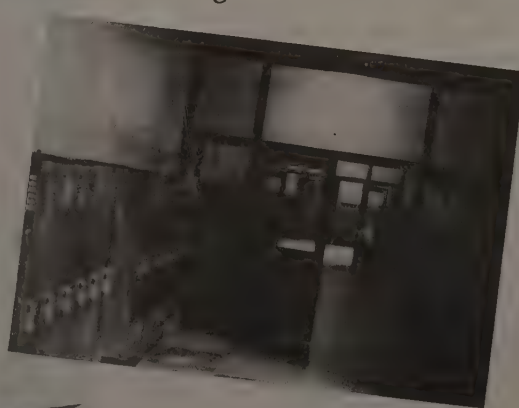
By Lillian Vigil & Wendy Mercado

1. Name the college where the show takes place.
2. What's the nickname given to Terence.
3. How many years did Dwayne wait until Whitley became his girlfriend.
4. Which character does Cree Summers play on the show?
5. Who was Whitley's ex-boyfriend? (before Dwayne)
6. Who was the woman Dwayne brought back from Japan?
7. Who played the role of Denise in the first two years of the show?
8. What show acted in combination with this show?
9. What year did this show make its debut?
10. Which character is studying to be a doctor?

ANSWERS: 1. Hillman; 2. Pee-wee hormone; 3. Three; 4. Freddy; 5. Julian Dwyer; 6. Kinu; 7. Lisa Bonet; 8. Bill Cosby; 9. 1987; 10. Kim Reese.

Nostalgic Look at the old Latin School Building

(The old set of buildings was razed in 1980.)



Special thanks to Mr. Larry Driscoll for use of these photos.)

Escuela Cambridge Rindge and Latin

MANUAL PARA PADRES

1990-91

Aviso De Nuestro Director



Estimados padres/tutor:

Me complace el enviarles este Manual para padres. Ésta es nuestra quinta edición anual y es el resultado directo de muchos de Uds. Es de suma importancia que los padres estén conscientes del plan a seguir, procedimientos y eventos en la Escuela Cambridge Rindge and Latin. Este manual se ha diseñado para ayudarles a estar informados.

Es muy importante que Uds. y el personal de la escuela trabajen en cooperación para asegurar de que su hijo/a tome las decisiones correctas mientras esté en la escuela y sea consciente de las muchas oportunidades a su alcance. No tengan pena en ponerse en contacto con los diferentes individuos quienes trabajan directamente con su hijo/a, para hacerles preguntas y buscar las formas de resolver cualquier problema.

Favor de repasar este manual y ténganlo disponible para cualquier referencia. Damos la bienvenida a sus comentarios y preocupaciones y esperamos se den cuenta del papel tan importante que desempeñan los padres en el funcionamiento diario de nuestra escuela. Además, les animamos a que asistan a nuestras reuniones mensuales del Consejo Asesor de Padres. Las fechas están indicadas en este manual.

Nosotros confiamos en que su hijo/a tenga un año escolar útil y productivo y de que yo pueda conocer a mucho de Uds. en algunas de las funciones escolares.

Sinceramente,
EDWARD R. SARASIN
Director

Preguntas Que Puedan Hacer Los Padres

P. ¿Qué debo hacer si mi hijo/a va estar ausente de la escuela?

R. Favor de llamar a la oficina de la "Casa" (House) (ver teléfonos en la última página) a cualquier hora entre las 8:00 A.M. y las 10:30 A.M. y explicar la razón de la ausencia.

P. ¿Qué debo hacer si mi hijo/a está ausente por cinco días o más?

R. Favor de llamar al Consejero/a de su hijo/a y pedir que se le prepare trabajo compensativo para cada una de sus clases. Ud. lo podrá recoger a una hora prevista.

Se puede pedir tutoría a domicilio a través del Buró de Servicios para el Alumno (349-6500), para estudiantes quienes vayan a estar ausentes por un período extenso.

P. ¿Llamarán a la casa si mi hijo/a está ausente?

R. Todas las "Casas" hacen lo posible por llamar a las casas de los todos los estudiantes que están ausentes por el día. Dependiendo del número de ausencias de un día en particular, se llamará a la mayoría de las casas. Si tiene un número de teléfono especial de su trabajo a donde quiera que se le llame, deberá darlo a la oficina de la "Casa". Algunas veces las "Casas" les enviarán una tarjeta a aquellos padres con los cuales no se pudo comunicar.

P. ¿Qué debo hacer si mi hijo/a a va a llegar tarde a la escuela?

R. Las clases empiezan a las 8:15 A.M. Si su hijo/a tiene que llegar tarde, Ud. deberá llamar a la oficina de la "Casa" y explicar la situación. Asimismo, deberá acompañar una nota con su hijo/a. Favor de darse cuenta que los estudiantes que llegan continuamente tarde a la escuela, incluso

con permiso de los padres, se enfrentarán a la disciplina de la escuela incluyendo detención y la no admisión a clases.

P. ¿Qué es el "CPA"?

R. Todos llegan a la escuela todos los días a las 8:15 A.M. Un Consejero (Core Program Advisor - CPA) se reunirá con estudiantes del primer año para discutir asuntos personales y los relacionados con la escuela. Este programa sirve de complemento a los servicios tradicionales de asesoramiento ya ofrecidos y es un programa escolar de orientación y apoyo de un año de duración.

P. ¿Qué es el "Early Release"?

R. Aquellos estudiantes, casi siempre, los de último año, quienes no tengan clases en los períodos 5, 6 y/o 7 se les dará permiso para salir temprano de la escuela. Muchos de estos estudiantes están trabajando durante estas horas. Todos los demás estudiantes están supuestos a permanecer en la escuela hasta las 2:30 P.M., a no ser bajo aprobación previa por parte del Administrador/a de la "Casa" en unión a los padres.

Aquellos estudiantes con "Early Release" quienes tengan cualquier otra actividad para después de la escuela, están supuestos a ir a un área de estudio hasta las 2:30 P.M. o salir de la escuela y regresar a las 2:30 P.M.

"Early Release" es un privilegio y podrá ser revocado bajo ciertas circunstancias.

P. ¿Cuándo puedo yo hablar con un maestro sobre el trabajo de mi hijo/a en clase?

R. Todos los maestros se encuentran disponibles para conferencias durante el día de clases (horas fuera de clases) y a otras horas previamente acordadas. Las citas podrán ser convenidas a través de la oficina de la "Casa".

P. ¿Cuáles son los requisitos para graduarse?

R. Los padres deberán estar conscientes de que nuestros requisitos para poder graduarse son la cantidad mínima de asignaturas necesarias para graduarse. Una revisión de estos requisitos los cuales requieren más asignaturas específicas ha sido aprobada por el Comité de Escuelas e influirá en aquellos estudiantes empezando por los de la clase de 1991. Estos requisitos se enumeran más adelante en la sección "Información Seleccionada del Manual del Estudiante". El director/a es la única persona autorizada para descartar cualquier requisito.

P. ¿Con cuánta frecuencia se entregan los boletines de notas?

R. Los boletines de notas se entregan cuatro veces al año (ver la sección "Calendario"). Se envían por correo a la casa después del segundo período de notas (alrededor del 30 de enero) y al cierre del año escolar. También son entregados a los padres durante la noche de Padres, Maestros y Estudiantes (PTS) el 28 de noviembre. A través de la oficina de la "Casa", Ud. podrá pedir que se les envíe una copia a la casa después del tercer período de notas.

P. ¿Cuándo recibiré yo notificación por escrito de los maestros que mi hijo/a no va bien en alguna clase?

R. Además del boletín de notas, Reportes del Adelanto (CRLS - Progress Reports) del alumno serán enviados por correo a los padres cuatro veces cada año. Éstos serán completados por los maestros/as a la mitad de cada período académico por cada estudiante que esté en peligro de suspender o de no rendir satisfactoriamente en clase. Estos reportes podrán también indicar aquellos trabajos destacados que realiza el estudiante. Quizás no reciba un reporte de cada maestro/a que tenga su hijo/a, pero deberá recibir uno de cada clase donde su hijo/a no vaya bien. Favor de ver la sección "Calendario" para saber cuales son los períodos de notas y también se

indica cuando se envían por correo los Reportes del Adelanto del alumno. Favor de llamar para una cita/conferencia con cualquier maestro/a a cualquier hora que quiera Ud. hablar con él/ella.

P. ¿Qué es "non-promotion"?

R. Los estudiantes deberán aprobar Inglés y Educación Física todos los años, además de obtener una cierta cantidad de créditos para que puedan ser promocionados al grado siguiente. Si el alumno no satisface estos requisitos, se le dejará en el mismo grado y será catalogado como "estudiante a prueba".

Favor de anotar que todos los estudiantes de primer año son promocionados al 10mo. grado, pero son catalogados como estudiantes "en no buena posición" (not good standing - NGS) y tendrán que completar trabajos atrasados para poder ser promocionados al tercer año.

Una vez que el trabajo en las asignaturas a trazadas se termine, serán promocionados. La política de promoción se explica brevemente en la sección "Requisitos para la Promoción" con una más completa descripción en el "Catálogo de Cursos" (Course Catalog).

Empezando en febrero, los padres serán notificados en el caso de que sus hijos/as estén en peligro de no ser promocionados.

P. ¿Qué debo hacer si mi hijo/a es suspendido de la escuela?

R. Siempre que un alumno tenga que ser suspendido de la escuela, se hará todo tipo de esfuerzo para ponerse en contacto con los padres por teléfono tan pronto como sea posible. Además, se enviará una carta a la casa explicando la suspensión. Se les requiere a los padres, que antes de re-admitir al alumno, vengán con el alumno a la escuela para una conferencia. Las suspensiones son dadas por el Administrador de la "Casa".

P. ¿Debería yo saber si mi hijo/a va ir a alguna excursión o viaje con la escuela?

R. Sí. Se le requiere a los estudiantes hacer que los padres firmen una hoja de permiso para cualquier viaje fuera de la escuela.

P. ¿Cuáles son los servicios especiales disponibles para aquellos estudiantes quienes tengan problemas académicos o sociales en la escuela?

R. La Escuela Cambridge Rindge and Latin cuenta con varios servicios extras a disposición de estos estudiantes. Los maestros están disponibles después de la escuela y durante horas especiales durante el día para prestar cualquier asistencia. Los maestros también ayudan a organizar sesiones tutoriales a través de la oficina de Voluntarios de las Escuelas de Cambridge (Cambridge School Volunteers). Además, los Administradores de las "Casas" y consejeros se reúnen por medio de Equipos para el Estudio de los Niños (Child Study Teams) para revisar el progreso de los estudiantes y sugerir a los padres en lo que se refiere a ayuda especial. Para más información, los padres deberán llamar al consejero/a asesor de sus hijos/as o al Administrador de la "Casa".

Además, otros servicios serán proveídos a través de nuestro Buró de Servicios para el Alumno (Bureau of Pupil Services) que comprenden consejeros para ayudar a la adaptación, tutores en incapacidades de aprendizaje y otros especialistas), también, el Capítulo I ofrece ayuda en matemáticas y lectura. Varias agencias en el exterior se encuentran a su disposición para prestar asistencia (ej. "Cambridge Guidance Center", el Hospital de Cambridge, "Upward Bound", "Harvard Project Chance", "AHORA", etc.).

P. ¿Qué debo yo hacer si mi hijo/a tuviera un problema o conflicto con su programa de estudio o quisiera cambiarlo?

R. El primer paso será el de ponerse en contacto con el consejero de su hijo/a. Si tuviera dificultad en resolver el problema, entonces se pondría en contacto con el Administrador de la "Casa". Dependiendo de la circunstancias, el Administrador de la "Casa" podrá resolver dicho problema o, después de consultar con el coordinador apropiado para el programa de estudios, sugerirá posibles alternativas.

Cualquier cambio en el programa de estudios deberá hacerse antes de que comience el año escolar.

P. ¿A quién me debo dirigir en caso de tener alguna pregunta o problema?

R. Aquellas preguntas comunes e informativas referente al programa de estudio, deberán ser dirigidas a la Dra. Diane Tabor, Asistente al Director para el Programa de Estudio al 349-6721. Las preguntas concernientes a las reglas y políticas de la escuela deberán ser dirigidas al Asistente al Director para Políticas y Estudiantes al 349-6706. Las preguntas sobre cambios de horario o conflictos deberán ser dirigidas al consejero/a asesor de su hijo/a o al Administrador del Programa.

Si su hijo/a se encuentra con algún problema en la escuela (ej. maestros/as estudiantes, asignaturas, etc.) o Ud. necesitara información sobre las políticas de la escuela, entonces deberá ponerse en contacto con el Administrador del Programa de su hijo/a. De hecho, una buena norma a seguir cuando Ud. no esté seguro a quien acudir, es la de empezar por el Administrador de la "Casa". Si él o ella no puede encargarse de su problema, entonces lo podrá dirigir a la persona apropiada.

En aquellos casos donde Ud. no haya quedado satisfecho con la respuesta o servicio dado por el Administrador del Programa o Coordinador o Asistentes, entonces deberá ponerse en contacto con el Director, al 349-6631.

P. ¿Cómo puedo ponerme en contacto con el consejero/a asesor de mi hijo/a?

R. Los consejeros y sus nombres están indicados en la esquina superior derecha del programa/horario y el boletín de notas de su hijo/a. Podrán hablar con los consejeros a través de la oficina del Programa. Sus teléfonos están en la sección "Teléfonos".

P. ¿Con qué problemas les puede ayudar un consejero/a?

R. Los consejeros están a su disposición para responder a todas aquellas preguntas relacionadas con el trabajo académico y problemas personales de su hijo/a. Se les deberá llamar para asuntos relacionados con trabajos en clase, información sobre universidades y selección de carreras, conocimiento de los tipos de pruebas reglamentarias ("standardized tests") y toda aquella información general relacionada con el progreso del alumno en la escuela. Los consejeros también podrán referir a los padres hacia otras formas de ayuda dentro de la escuela y en la comunidad. Es muy importante que los padres se pongan en contacto con el consejero/a de su hijo/a con respecto a cualquier pregunta sobre la escuela.

P. ¿Qué debo yo hacer si mi hijo/a tiene un problema con algún maestro/a o si no estoy satisfecho

con una clase en particular?

R. Los padres deberán ponerse en contacto con el Administrador de la "Casa" y explicar la situación. Se hará una cita para una reunión con el director para el programa de estudios y con el maestro/a para examinar el problema. Si es posible, se harán cambios.

P. ¿Reciben los estudiantes una explicación sobre sus notas en clase y su comportamiento de cada de los maestros?

R. Sí. Ésta se les dará a los estudiantes durante las dos primera semanas de la clase. Los maestros/as compartirán estas normas de calificación junto con las descripciones de las asignaturas durante la reunión de Padres, Maestros y Estudiantes (PTS), en la noche del 28 de Noviembre. Estas normas también explican el plan de tareas para la casa de cada clase.

P. ¿Qué ayuda recibirán los padres y estudiantes con respecto a como prepararse para la universidad y la selección de carreras?

R. Nuestro Centro de Recursos para Carreras (Career Resource Center - CRC) junto con cada consejero/a, les proporcionará con amplia información y asistencia en esta área. Se urge a los padres a que asistan a la Feria Universitaria (College Fair) el 24 Octubre de 1990, a la Sesión de Ayuda Financiera (Financial Aid Session) en noviembre y a otras sesiones nocturnas auspiciadas durante el año. Durante el año, se darán seminarios en carreras y en destrezas en diferentes empleos. El CRC está abierto para los padres durante los días de clase para ayudarles con cualquier información. Serán bienvenidos. Los padres y estudiantes deberán empezar ahora a prepararse para averiguar sobre los tipos de universidades y carreras disponibles.

P. ¿Qué harían los padres en el caso de que su hijo/a fuera molestado por otros estudiantes dentro o fuera de la escuela?

R. Los padres podrán llamar a la oficina de la "Casa" de su hijo/a sin ninguna molestia con cualquier preocupación. Los Administradores del Programa les ayudarán a resolver dichas situaciones, además de referirlas a nuestra oficina de Seguridad (349-6772) para seguir investigándolas.

P. Cuál es la labor del personal de Seguridad en la escuela?

R. Diariamente de 7:30 A.M. a 4:00 P.M., contamos con diez miembros del personal de Seguridad dentro del edificio y en los terrenos de la escuela. Su trabajo es el de asegurarse de que todos los estudiantes están en sus clases y ayudar a proporcionar un ambiente seguro. También ayudan a evitar entradas ilegales y a controlar el tráfico de los estudiantes. Su trabajo también consiste en ayudar a que los estudiantes se sientan seguros y sin temor: y a la vez, trabajar con ellos para resolver cualquier conflicto de una forma pacífica.

P. ¿Qué otras actividades están disponibles fuera del programa de estudio para los estudiantes del CRLS?

R. Favor de ver la sección "Deportes" y "Clubes". Las preguntas referentes a estos programas deberán ser dirigidas al Asistente al Director para Políticas y Estudiantes.

P. ¿Existen algunos requisitos académicos especiales para estudiantes que hacen deportes?

R. Sí. Estos estudiantes deberán aprobar cuatro asignaturas especializadas ("majors") o sus equivalentes, para poder participar en un deporte por equipos TRABAJOS AUSPICIADOS POR LA ESCUELA (WORK STUDY) NO SON ASIGNATURAS ESPECIALIZADAS. Existen también requisitos para estudiantes transferidos. Todos los entrenadores les explicarán las normas a seguir a sus jugadores al empezar la temporada. Aquellas preguntas relacionadas con normas de elegibilidad deberán ser referidas a la oficina del Director.

P. ¿Con qué otras políticas de la escuela tendrán que estar conscientes los padres?

R. Durante los primeros días de clase, se le dará a cada estudiante un Manual del Estudiante (Student Handbook). Los padres deberán asegurarse de que hayan traído uno a la casa. Si Ud. quisiera que le enviáramos uno a la casa por correo, favor de ponerse en contacto con Ms. Barbara Hickey al 349-6706. Secciones del manual se incluyen más adelante en este manual.

P. ¿Qué pueden hacer los padres para ayudar a que sus hijo/as tengan éxito en la escuela?

R. Algunas advertencias son: (1) proporcionarles un área en la casa donde puedan estudiar en silencio; (2) preguntarles si tienen tarea; (3) proveerles con las cosas necesarias para estudiar (mesa, buena luz, papel, lápices, etc.); (4) darles ánimo; (5) estar en contacto y participar en las actividades de la escuela; y (6) unirse al Comité Asesor de Padres (Parents Advisory Committee).

P. ¿Puede la escuela ayudar a mi hijo/a a encontrar un trabajo de medio tiempo durante el curso escolar y uno de tiempo completo durante el verano y después de graduarse?

R. La escuela cuenta con una oficina de empleos y de trabajos auspiciados por la escuela a disposición de todos los estudiantes.

P. ¿Cuál es la política de la escuela en lo que se refiere al vandalismo por parte de los estudiantes?

R. El Departamento de Escuelas hará responsables a aquellos estudiantes y sus familias por cualquier vandalismo hecho al edificio. Deberán pagar por cualquiera de los gastos de mano de obra y materiales necesarios para reparar los daños hechos por el estudiante. Si fuera necesario, los padres serán llevados a la corte. La cooperación de los padres es extremadamente útil a nuestros esfuerzos para eliminar el vandalismo de la escuela y sus terrenos.

P. ¿Qué tipo de solicitudes monetarias especiales se harán de los estudiantes?

R. Algunas veces, las actividades de la escuela, especialmente en el último año, requieren algunos gastos. Estos incluyen sortijas de graduación, anuarios (yearbooks), boletos de entrada para el baile de graduación (prom), toga y birrete y demás artículos relacionados con la escuela.

La escuela trata por todos medios de hacer que los estudiantes participen en la recaudación de fondos por medio de diversos programas, para ayudar a reducir los costos de estos artículos. También se les requiere a los estudiantes que compren candados para sus armarios regulares y los del gimnasio.

Se les proveerá con desayuno y almuerzo a un precio especial reducido y/o gratis para aquellos estudiantes cuyas familias reúnan las condiciones necesarias. Éstos están disponibles en las oficinas del Programa.

Cambridge Rindge and Latin School

1990-91

MANUAL DOS PAIS

Mensagem do Reitor do Liceu



Caros Pais:

É com grande prazer que vos envio este manual que, graças à vossa colaboração, já vai na 9ª edição anual. É importantíssimo que os pais saibam as regras porque nos regemos e o que se passa no Liceu; é com vista a mantê-los informados que publicamos este manual.

É muito importante que os pais colaborem com o corpo docente e se sintam à vontade para contactarem as diversas pessoas que têm contactos directos com o aluno para que possamos conseguir que este se inteire das oportunidades que lhe são oferecidas e possa fazer decisões adequadas enquanto na escola.

Agradecemos que leiam este manual e o tenham à mão, pois podem precisar dele. Se tiverem alguns comentários e/ou sugestões agradecemos também que contactem connosco. Nós percebemos o papel importante que os pais desempenham no funcionamento diário do nosso Liceu. Pedimos-lhes que assistam às reuniões mensais da Associação de Pais (PAC); encontrarão neste livrete as datas destas reuniões.

Espero que este ano seja muito proveitoso para os vossos filhos e espero também ter a oportunidade de conhecer muitos de vós nas diversas actividades que se realizarão ao longo do ano lectivo.

Com os melhores cumprimentos,

EDWARD R. SARASIN
Reitor

Perguntas que os Pais podem fazer

1. Que fazer quando o aluno faltar à escola?

2. Telefone para a Secretaria do Edifício que o aluno frequenta (veja os números telefónicos na última página) entre as 8h e as 10 e 30m da manhã a justificar a falta.

3. Se o aluno faltar por um período superior a 5 dias?

4. Telefone ao Orientador e peça-lhe os trabalhos para o aluno fazer em casa, combinando uma hora para ir buscá-los ao Liceu. No caso do aluno ter que estar ausente por um longo período de tempo pode requerer aulas particulares contactando o Bureau of Pupil Services através do telefone 349-6500.

5. Quando o aluno faltar à escola entram em contacto com os pais?

6. Todos os Edifícios escolares tentam contactar as casas dos alunos que faltam à escola; se deseja que lhe telefonemos para algum número especial, dê a informação na Secretaria do Edifício que o seu filho frequenta. Quando não conseguimos contactar os pais pelo telefone enviamos normalmente um bilhete postal para casa.

P. Que fazer se o aluno chegar atrasado ao Liceu?

R. As aulas começam às 8h e 15m da manhã. Se acha que o aluno vai chegar atrasado contacte a Secretaria e explique a situação enviando, ao mesmo tempo, pelo aluno, uma nota justificando o atraso. É preciso, no entanto, que saiba que um aluno que chegue sistematicamente atrasado à escola, mesmo com consentimento paterno, estará sujeito às regras disciplinares e sofrerá as consequências: ficar de castigo depois da escola e não ser admitido nas aulas.

P. O que é o CPA (Core Program Advisor)?

R. Todos os alunos começam as aulas às 8,15 da manhã. Um conselheiro do Programa reunir-se-á com os alunos do 9º ano para falarem de preocupações pessoais e relacionadas com a escola. Este programa é para complementar os serviços tradicionais de orientação oferecidos, e é um currículo de orientação e apoio que funciona ao longo de todo o ano lectivo.

P. Que significa "Release Day"?

R. Sair mais cedo é um privilégio que damos ao aluno e que podemos retirar-lhe em qualquer altura por qualquer motivo. Os alunos, geralmente os do quarto ano, que não têm aulas no quinto, sexto e sétimo períodos têm autorização de irem para casa mais cedo. Muitos alunos têm empregos nestas horas; os outros alunos devem ficar no Liceu até às 2h e 30 minutos a não ser que recebam uma autorização especial dada pelo Administrador do Edifício com o consentimento dos Pais. Os alunos que neste dia tenham alguma actividade depois da escola têm que ficar nas salas de estudo até às 2h e 30m; no caso de saírem da escola têm que regressar às 2hs. e 30 ms.

P. Quando podem os pais falar com o professor acerca do trabalho escolar do aluno?

R. Os professores estão à disposição dos pais durante o dia escolar (nas horas que não têm aulas) e a outras horas quando planeado com antecedência. Pode marcar uma reunião contactando a Secretaria do Edifício que o aluno frequenta.

P. O que é que se exige do aluno para que complete o Liceu?

R. Os Pais têm que compreender o que exigimos e tem que ser feito. Estas exigências já foram alteradas e foram aprovadas pelo Comité Escolar, e a partir de 1991 será exigido muito mais trabalho e estudo por parte do aluno. Na página 3 encontrará informações detalhadas a este respeito. O director é a única pessoa que pode fazer alguma alteração a estas normas.

P. Quantas vezes os alunos levam para casa a caderneta com as notas?

R. A caderneta é entregue 4 vezes por ano (ver página 4). É enviada pelo Correio 2 vezes por ano — depois do 2º período (cerca de 30 de Janeiro) e no fim do ano lectivo. Também são entregues aos pais na noite da Reunião de Pais e Professores (28 de Novembro). Pode pedir na Secretaria do Edifício que o aluno frequenta que lhe enviem uma copia da caderneta de notas no fim do 3º período.

P. Quando é que os professores me informam por escrito de que o meu filho está a ter dificuldades na escola?

R. Para além da caderneta de notas, mandamos para casa 4 vezes por ano, relatórios que contêm informação sobre o aproveitamento dos alunos. Mais ou menos a meio do período os professores preenchem estes relatórios para dar a saber aos pais que o aluno se encontra na eminência de não passar ou que o seu trabalho não satisfaz. Pode também receber um relatório destes a indicar que o aluno tem um aproveitamento excelente. Nem todos os professores enviarão este relatório; só receberá relatórios dos professores das aulas em que o trabalho do aluno não satisfaça. (Ver página 4 para se informar das datas em que as notas são dadas, e quando os relatórios são enviados para casa pelo Correio). Podem convocar uma reunião com os

professores a qualquer altura que queiram falar com eles.

P. Que quer dizer "Non-promotion"?

R. É necessário que o aluno passe o Inglês e Educação Física todos os anos e complete um certo número de créditos para que possa transitar para o ano seguinte. Se não o fizer repetirá o ano.

Todos os alunos do 9º ano passam para o ano seguinte (10º ano mas são considerados alunos sem aproveitamento (NGS) e têm que estudar e trabalhar mais para poderem transitar. Tão depressa complete a cadeira que não passou, será promovido.

Encontra uma explicação do critério que seguimos para promover os alunos na página 3 e no catálogo das cadeiras encontrará uma descrição detalhada.

No caso do aluno estar na eminência de não passar os pais serão informados em Fevereiro.

P. Que fazer se o aluno for suspenso?

R. Sempre que o aluno for suspenso contactamos imediatamente os pais pelo telefone e enviamos uma carta a casa explicando as razões da suspensão. Nessa altura os pais têm que vir à escola acompanhados do aluno para que este seja readmitido. As suspensões são aplicadas pelo administrador do Edifício.

P. Devo ser informado quando o aluno vai em alguma visita de estudo?

R. Sem dúvida. O aluno tem que trazer para o Liceu uma nota com a assinatura dos pais indicando que estes autorizam a sua ida em qualquer passeio.

P. Que serviços de apoio existem à disposição do aluno a nível social e/ou académico?

R. Existem vários serviços de apoio. Em 1º lugar temos os professores que estão à disposição dos alunos depois da escola e durante o dia em certos períodos. Os professores também podem arranjar aulas particulares através da Secretaria dos Voluntários das escolas de Cambridge. O Administrador do Edifício, o Orientador e equipas de educação especial estudam pormenorizadamente o aproveitamento feito pelo aluno e dão sugestões aos pais sobre apoios que os filhos podem receber. Para mais informação devem contactar o Orientador ou o Director do Edifício.

Para além disso o Bureau of Pupil Services (Departamento de Educação Especial) tem à disposição dos alunos outros serviços de apoio (orientadores psicológicos, aulas particulares para os alunos que aprendem por métodos diferentes daqueles usados pelo professor na sala de aula, e outro pessoal especializado), e o Chapter I que tem serviços de apoio nas áreas da Leitura e da Matemática. Existem também outras Agências fora da escola às quais podem recorrer. (Cambridge Guidance Center, Hospital de Cambridge, Upward Bound, Harvard Project Chance, etc.).

P. Que fazer no caso de haver algum conflito com o horário do aluno e/ou ser preciso mudá-lo?

R. O primeiro passo a dar é entrar em contacto com o Orientador Pedagógico. No caso de não ser possível resolver o problema, contacte então o Director do Edifício. Este, dependendo das circunstâncias, poderá talvez fazer alguma coisa ou, depois de consultar o coordenador do Currículo, sugerir possíveis alternativas. Qualquer mudança de horário deverá ser feita antes do início do ano lectivo.

P. A quem devo dirigir-me se tiver algum problema?

R. Se tem qualquer pergunta ou informação sobre o Currículo telefone para a Dra. Diane Tabor, Directora assistente do Currículo - 349-6721. Alguma pergunta relacionada com as regras e regulamentos da escola e/ou funcionamento destes terão que ser feitas à Directora assistente destes assuntos – 349-6706. No caso de algum problema com o horário contacte o orientador pedagógico ou o Director do Edifício. Se o seu filho/a sua filha tiver algum problema no liceu, (isto é com professores, alunos, trabalho) ou se precisar de informações sobre uma regra escolar deve então contactar o Administrador do Programa do seu filho/da sua filha.

Em regra geral se não souber a quem dirigir-se' o melhor é contactar o Director do Edifício e este, por sua vez, não podendo resolver o assunto indicá-lhe-á a pessoa apropriada para fazê-lo. No caso de os serviços prestados pelo Administrador do Edifício, pelo Coordenador ou Director não o satisfizerem, podem então contactar o Sr. Sarasin, Reitor – 349-6631.

P. Como posso entrar em contacto com o orientador pedagógico?

R. Os nomes dos orientadores encontram-se no canto superior direito do horário do aluno e da caderneta de notas. Pode contactá-los através da Secretaria do Edifício: os números de telefone encontram-se na página 4.

P. Que tipo de ajuda dá o orientador?

R. Os orientadores estão à sua disposição para responderem a todas as perguntas que tiverem acerca do aluno, quer a nível académico quer a nível pessoal; assuntos relacionados com o trabalho nas aulas, informação acerca das universidades e cursos, interpetação de exames a nível nacional e informação de carácter geral sobre o progresso do aluno. O orientador também encarreira os pais para outros serviços de apoio, dentro da escola e na comunidade.

P. Que posso fazer se o aluno não estiver satisfeito com alguma aula?

R. Entre em contacto com o administrador do edifício e explique a situação. Marcar-se-á nesta altura uma reunião com o director do currículo e o professor para ver o que se passa, e alterar-se-á o que for preciso, se possível.

P. Os professores explicam aos alunos que critério de marcação de notas e disciplinar usam na sala de aula?

R. Com certeza. Nas 2 primeiras semanas de aulas os alunos recebem estas explicações. Também na noite Informativa, 3 de Outubro e noite de Pais, Professores e Alunos a 28 de Novembro os professores darão informação sobre o critério de marcação de notas e as cadeiras, e trabalhos de casa.

P. Ajudam os pais e o aluno nos preparativos para entrar na Universidade?

R. Para estes assuntos temos à sua disposição o Centro de Recursos Profissionais (CRC) e o Orientador profissional do aluno. É importante que os pais venham à College Fair a 24 de Outubro

de 1990 a uma sessão de Auxílio Financeiro (Financial Aid) que se realiza em Novembro e a todas as outras sessões nocturnas informativas que se realizam ao longo do ano lectivo. Há sessões de habilidades de emprego e seminários profissionais durante o ano inteiro. O Centro de Recursos Profissionais está aberto todos os dias durante as horas da escola e convidamos todos os pais a visitá-lo. Os preparativos para o ingresso na Universidade devem começar a ser feitos já.

P. Que devo fazer no caso do aluno estar a ser incomodado pelos colegas dentro ou fora da escola?

R. Quando tiverem alguma pergunta telefone para a Secretaria do Edifício que o seu filho frequenta. O Administrador ajudá-lo-á a resolver a situação e se necessário sugerirá que se dirija à Secretaria de Segurança 349-6772.

P. Qual o papel do pessoal de Segurança no Liceu?

R. Ha 10 membros do pessoal de Segurança no Edifício e no recinto que rodeia a escola desde as 7:30 às 4 hs. da tarde. Competelhes fazer com que os alunos estejam todos nas aulas, impedir que saiam do recinto escolar e controlar a circulação de estudantes; compete-lhes também zelar pela segurança dos alunos e ajudá-lo a resolver pacificamente quaisquer conflitos.

P. Que actividades extra-curriculares há à disposição dos alunos no Liceu?

R. Ver na página 3 a secção que se refere aos clubes e às actividades desportivas. Se tem alguma pergunta a respeito destes programas contacte a Directora Assistente.

P. O que se exige de um atleta a nível académico?

R. O aluno tem que ter notas para passar as 4 cadeiras obrigatórias para poder fazer parte de uma equipa. o "Work Study" não é cadeira obrigatória. Existem também requisitos para os alunos que transferem doutro liceu. No início da temporada desportiva o treinador dá as explicações necessárias a todos os membros da equipa. Se o aluno tem alguma dúvida de poder candidatar-se ou não, deve dirigir-se ao escritório do Reitor.

P. Que outras leis ou regras devem os pais estar ao corrente?

R. No início do ano lectivo todos os alunos recebem um livrete; é preciso que os pais se certifiquem que o aluno traz o livrete para casa. Se quiser que lho enviemos para casa contacte a Barbara Hickey telefonando para 349-6706. Algumas secções do livrete acima referido estão transcritas nas páginas 3 e 4 deste Manual.

P. De que modo podem os pais contribuir para o sucesso dos filhos no liceu?

R. Algumas sugestões que podem ser úteis: 1) fazer com que em casa o aluno tenha um canto sossegado onde se sente a estudar; 2) informar-se acerca dos trabalhos que traz para fazer em casa; 3) dar-lhe os materiais necessários; 4) ajudá-lo e animá-lo; 5) estar em contacto com a escola e participar em actividades por ela promovidas; 6) associar-se à Comissão Consultiva de Pais.

P. Qual a posição da escola em relação ao vandalismo?

R. O Departamento responsabiliza o aluno e a família por qualquer prejuizo no edifício; terão que pagar não só o trabalho mas o material necessário para reparar os prejuízos. Se for necessário levamos os pais a tribunal. É extremamente importante que os pais colaborem connosco a fim de acabarmos com actos de vandalismo na escola.

P. O Liceu pode ajudar o meu filho/a minha filha a arranjar um emprego a tempo parcial durante as horas escolares e um emprego a tempo inteiro durante o Verão e depois de terminar o curso liceal?

R. O Liceu tem um gabinete de colocação de empregos e de emprego-estudo (Work Study) à disposição de todos os alunos.

P. Que pedidos de dinheiro exigem do aluno?

R. Principalmente no último ano do Liceu há algumas actividades para as quais os alunos têm que contribuir com dinheiro: anel de curso, livro de curso, bilhetes para o baile dos finalistas, batina e o chapéu e ainda outras coisas relacionadas com a escola.

A escola tenta, durante o ano lectivo, arranjar actividades para que os alunos possam angariar fundos que possam suavizar o custo das despesas.

O aluno tem também que comprar um cadeado não só para o cacife da escola mas para o de Educação Física.

Para as famílias mais necessitadas o aluno tem o direito a refeições grátis ou com desconto; devem preencher um formulário que se encontra na Secretaria do Edifício que frequenta.

P. Que fazer se o aluno tem algum problema de saúde?

R. Notifique o Administrador do Edifício e enfermeira da escola, dando também o número de telefone onde quer que pode ser contactado em caso de emergência. Telefone para 876-1626 ou 349-6719.

P. Que apoio dão aos novos alunos?

R. Todos os anos se matriculam mais de 300 alunos novos no Liceu Cambridge Rindge and Latin, para além dos alunos do 1º ano. Tentamos sempre fazer que o aluno se sinta bem vindo e se adapte bem ao meio escolar. Realizam-se reuniões especiais de orientação no Centro de Serviços dos Alunos. Se algum pai suspeita que o filho/a filha não está a adaptar-se bem aconselhamos-lhe que contacte o Administrador do Edifício ou a Rene Meshon – 349-6706, Centro de Serviços dos Alunos.

P. Que testes a nível nacional se fazem no Liceu?

R. A maior parte dos alunos do 1º e 2º ano fazem todos os anos o CTBS (California Test of Basic Skills). Estes testes de Matemática e Inglês são dados em Março e os resultados são enviados aos pais e professores em Outubro seguinte. Tem como finalidade informar a escola e o professor das áreas em que o aluno tem mais dificuldades. Os alunos fazem também o Teste de Habilidades Básicas do Estado.

Para além disso, todos os alunos que não passaram este teste na escola primária terão que

Cambridge Rindge and Latin School

1990-91

Liv Regleman Pou Paran

Mesaj Dirèktè A



Chè paran:
Se you plezi pou mwen pou m' voye liv règleman sa yo. Se senkiyèm ane nou enprime liv sa, e nou tout te ede la dan l'. Kòm mwen te di lane pase, li enpòtan anpil pou tout paran okouran tout bagay n'ap pase nan CRLS. Liv sa fèt pou enfòmè nou.

Li enpòtan anpil pou nou menm paran travay men nan men ak moun k'ap travay lekòl la pou timoun yo ka pran bon edikasyon, epi tou pou yo ka konnen tout opòtinite lekòl la ofri. Nou pa bezwen jennen pou antre an kontak avèk moun k'ap travay ak pitit nou yo: poze keksyon, chèchè wenn solisyon pou pwoblèm nou.

Silvoupè revize ti liv sa, toujou kite l' sou lamen pou lè nou bezwen chache you bagay ladan l'. Mwen byen kontan tandè kòmantè ak enkyetid nou. Mwen espere nou rann nou kont enpòtans wòl paran jwe nan jan lekòl la mache chak jou. M' priye nou an gras pou nou asiste reyinyon chak mwa pou fè pou paran yo, (Parent Advisory Council). N'ap jwenn tout dat reyinyon sa yo nan ti liv sa a.

Mwen kwè pitit ou pral pase you bon ane lekòl, mwen kwè tou m'ap gen you chans pou m' kontre ak ou nan plizyè reyinyon nou pral fè pandan ane lekòl la.

Ak tout kè m,

EDWARD R. SARASIN
Direktè

Keksyon Paran Ka Poze

Keksyon: Sa pou m' fè si pitit mwen absan?

Repons: Rele biwo ki okipe zafè pitit ou a nenpòt kilè depi 8:00 dimaten jiska 10:30 diswa, epi eksplike poukisa elèv la absan. Men nimewo telefòn nan 349-6706.

K. Sa m' dwe fè si pitit mwen absan pandan 5 jou menm plis?

R. Telefòn konseye pitit ou a, mande l' pou l' prepare devwa nan tout matye timoun nan e manke yo. Oubyen mande konseye a ki lè ou ka vin chache devwa sa yo. Si timoun nan ap absan pou lontan gen you biwo ou ka rele, e y' ap voye you pwofesè lakay ou pou bay timoun nan leson. Telefòn sa se 349-6500.

K. Eske y'ap rele lakay mwen si pitit mwen pa al lekòl?

R. Lekòl la divize an seksyon, e chak seksyon gen telefòn tout elèv ki absan jounen an. Gen de jou ki gen plis moun absan pase lòt, men an jeneral nou rele otan moun nou kapab. Si ou gen you nimewo travay ou ta renmen yo rele ou ladan l', voye li bay responsab seksyon pitit ou a. Byen souvan nou voye you ti nòt ba paran yo pou yo ka rele nou nan telefòn.

K. Sa pou m' fè lè pitit mwen rive lekòl anreta?

R. Lekòl la kòmanse a 8:15 dimaten. Si pitit ou gen you rezon pou l' rive anreta se pou ou telefòn The Academy pou eksplike sa ki pase. Timoun nan dwe pote you ti nòt tou. Fò nou sonje tou mèm si timoun nan gen you nòt paran nan men l', si l' kontinye ap rive anreta toutan, n'ap pran anpil mezi kont li; pa egzanp, n'ap ba l' pinisyon aprè lekòl e nou ka pa kite l' antre nan klas la.

K. Sa CPA a ye?

R. Chak maten tout moun rive lekòl la a 8:15 A.M. You "Core Program Advisory" (CPA) ap rankontre ak nouvo elèv yo pou diskite alafwa bagay ki konsène etidyan pèsoneyman ak bagay ki konsène lekòl la. Pwogram sa se you prolonjman sèvis konseye tradisyonèl ofri, epi tou, li se you pwogram oryantasyon ak sipò ki dire you ane.

K. Sa "Early Release" la ye?

R. Timoun ki pa gen kou nan peryòd 5,6,7, gen pèmasyon pou yo kite lekòl la pi bonè. Laplwa timoun sa yo ap travay nan tan sa a. Tout lòt timoun yo dwe rete nan lekòl la jiska 2:30, sòf si otorite lekòl la dakò ak paran yo pou bay you pèmasyon espesyal. Elèv ki kite lekòl la bonè, ki gen you aktivite aprè lekòl la sipoze ale etidye you kote jiska 2:30, osinon, yo ka kite lakou lekòl la pou yo retounen a 2:30. Kite lekòl pi bonè se you privilèj li ye; gen de sikonstans ki ka fè nou elimine l' san pwoblèm.

K. Kilè m' ka pale ak pwofesè yo sou travay pitit mwen ap fè nan kou yo?

R. Tout pwofesè disponib pou rankontre ak paran pandan tout ane a: men fòk se you lè yo pa gen kou. Lè fini, nou ka toujou fè aranjman ak yo pou you randevou. Rele biwo a pou li ba ou ki jou, ki lè ou ka wè pwofesè yo.

K. Sa ki nesesè pou elèv diplome?

R. Paran yo dwe konnen ki minimòm kou elèv la sipoze pran pou l' diplome. Komite Lekòl Cambridge fèk sot revize you seri lòt kou epi li apwouve l'. Elèv ki pral fini an 1991 ap santi chanjman sa a. Gade nan paj la n'a wè you lis kou yo. Sèl Direktè lekòl la gen pouvwa pou l' di you elèv bezwen you kou.

K. Konbyen fwa yo bay kanè?

R. Yo bay kanè 4 fwa pa ane (gade nan kalandrye a pou dat fiks). Pandan 2 fwa nan ane a, se poste nou poste kanè nòt timoun yo ba paran yo: se vè epòk 30 janvye ak nan epòk lekòl la ap fèmen. Nou remèt paran kanè timoun yo tou nan reyinyon ki genyen 28 novanm nan. Twazyèm fwa a nou gen nòt men nou pa voye yo pa lapòs; paran toujou ka mande pou yo voye yo ba li lakay li.

K. Ki lè m'ap resevwa lèt pwofesè yo si pitit mwen pa travay byen?

R. Akote kanè a k' bay regilyèman, lekòl la voye you rapò sou pwogrè elèv la 4 fwa pa ane. Pwofesè yo ekri rapò sa yo pou tout timoun ki sanble ta ka gen echèk lè yo rive nan mitan peryòd kanè a pral bay. Rapò sa a gen dwa fè paran yo konnen kòman pitit li ap byen travay tou. Ou p'ap resevwa you rapò nan men tout pwofesè timoun nan, men si li gen you kou li p'ap pase, ou ap resevwa you nan men profèsè sa a. Silvoupè gade kalandrye a pou nou wè kilè chak kanè ap disponib. Kalandrye a ap di nou tou kilè

rapò sou pwogrè timoun nan ap sòti. Depi rapò sa fin rive lakay ou, nou gen dwa pran randevou ak pwofesè yo si nou ta renmen fè you ti pale avèk yo.

K. Ki lè timoun nan double klas?

R. Pou elèv la reyisi li dwe pase Anglè ak edikasyon fizik. Si l' pa pase 2 klas sa yo l'ap rete nan menm klas la, e li se you elèv ki dwe sou pinga toutan. Si se you elèv premye ane, n'ap kite l' monte nan dezyèm ane, men pou l' monte nan twazyèm ane li oblije pase klas li pat pase yo. Depi l' fin pase klas li te manke yo, li monte ofisyeلمان nan twazyèm ane. Lwa ki eksplike kòman you elèv monte nan klas siperyè byen eksplike, e n'ap jwenn tout deskripsyon sa a nan katalog kou yo (Course Catalog). Paran yo resevwa you lòt lèt an fevriye pou fè yo konnen pitit yo ap kouri danje rete nan menm klas la ane pwochen.

K. Sa pou m' fè si yo voye pitit mwen rete lakay li pou kèlke jou?

R. Chak fwa nou oblije voye elèv la lakay li, nou fè tout sa nou kapab pou n' telefone paran li pou nou fè l' konnen touswit. E nou toujou voye you lèt ale tou pou eksplike sa k'ap pase. Anvan timoun nan retounnen, se pou paran vini lekòl la ak pitit li pou yon reyinyon; si sa pa fèt timoun nan p'ap aksepte nan lekòl la. Se administratè seksyon an ki regle zafè voye elèv lakay yo.

K. Eske m' sipoze okouran si piti mwen pral nan pwomnad?

R. Wi. Chak fwa you elèv ap patisipe nan aktivite ki p'ap fèt nan lekòl la, yo dwe pote you fèy pèmision pou paran yo siyen.

K. Ki pwogram espesyal ki genyen pou elèv ki gen pwoblèm aprann oubyen ki gen pwoblèm sosyal?

R. "Cambridge Rindge and Latin School" (CRLS) gen bann pwogram pou elèv sa yo. Gen pwofesè ki la pou ede aprè lekòl, gen pwofesè ki la pandan lekòl yo tou. Gen you biwo volonte nan "Cambridge": pwofesè yo ka chache moun ki pou bay elèv la leson tou. Konseye ak administratè chak seksyon lekòl la reyini pou yo diskite sou pwogrè elèv yo. Sa ki bezwen èd yo pale ak paran yo pou yo fè yo konnen ki jan de èd espesyal lekòl la ofri. Paran yo toujou ka rele si yo bezwen plis enfòmasyon. Lè fini Biwo Sèvis pou Timoun (Bureau of Pupil Services) ofri sèvis li tou. Li gen espesyalis pou ede elèv ajiste yo, pou ede timoun ki pa ka aprann ak fasilite. Pwogram yo rele "Chapter I" yo menm ede elèv yo nan lekti ak nan matematik. Anpil lòt òganizasyon ki pa nan lekòl la ede tou. Nou ka site "Cambridge Guidance Center, Cambridge Hospital, Upward Bound", etc ak lòt toujou.

K. Sa pou m' fè si pi pitit mwen gen pwoblèm ak orè klas li, e si li ta renmen fè chanjman nan klas yo?

R. Premye bagay pou elèv la fè se pou l' al wè konseye li a. Si ou pa ka jwenn solisyon la, pale ak administratè seksyon pa pitit ou a. Tou depann pwoblèm nan, si administratè pa kab fè anyen, li ap pale avèk koodinatè pwogram nan; apre sa, li ap di ou sa k'ap fèt. Tout chanjman orè ta sipoze fèt avan sèn nan kòmanse.

K. Kote kilès pou ale si ou gen you keksyon oubyen you pwoblèm?

R. Ou ka poze Dr. Diane Tabor tout keksyon pou enfòmasyon jeneral sou pwogram nan, men nimewo telefòn nan: 349-6721. Doktè Diane Tabor se sou-direktè pwogram nan li ye. Tout keksyon sou lwa ak règleman lekòl pral jwenn sou-direktè pou elèv ak règleman. Nimewo telefòn nan se 349-6706.

- Keksyon sou sijè chanjman nan orè pou pitit ou pral devan konseye li oubyen Administratè seksyon pa li.
- Si pitit ou gen difikilte lekòl la (sètadi pwofesè, lòt elèv, kou yo), oubyen si ou bezwen enfòmasyon sou règleman lekòl la, se Administratè seksyon an pou ou kontakte. Si ou gen you bagay pou mande ou pa konnen kilès pou mande l' administratè seksyon an se premye moun pou kontakte. Si li pa ka ede, li konnen ba kilès pou l' voye ou.
- Si l' ta rive ou pa satisfè ak repons la oubyen sèvis admsitratè, koodinatè oubyen konseye yo ba ou, ou va kontakte direktè lekòl la. Non li se Mesye Edward Sarasin. Men telefòn ni: 349-6631.

K. Kòman pou m' fè kontakte konseye pitit mwen?

R. Si ou gade orè ak kanè pitit ou anwo, sou lamen dwat, ou a wè you lis non konseye yo. Ou ap jwenn telefòn konseye yo nan paj 4.

K. Nan ki pwoblèm you konseye ka ede?

R. Konseye yo la pou reponn tout keksyon sou travay lekòl ak pwoblèm pèsone pitit ou a. Konseye yo ka reponn keksyon sou travay nan klas, sou enfòmasyon sou inivèsite ak pwofesyon, sou tès yo, epi sou enfòmasyon sou pwogrè timoun nan nan lekòl la. Konseye yo ka voye paran yo nan tout sous enfòmasyon ki egziste nan lekòl la ak nan kominote a. Li enpòtan anpil pou paran poze konseye tout keksyon ki regade travay lekòl timoun yo.

K. Sa pou m' ta fè si pitit mwen gen pwoblèm ak yon pwofesè oubyen si m' pa satisfè ak you klas?

R. Paran yo dwe antre an kontak ak administratè seksyon timoun nan pou l' esplike sityasyon an. N'ap fè you reyinyon ak direktè pwogram nan ansanm ak pwofesè a pou nou ka gade pwoblèm nan depre. Si li posib pou chanjman, fèt, l'ap fèt.

K. Eske elèv yo resevwa you esplikasyon nan men chak profesè sou jan yo bay nòt ak jan yo jije kondwit timoun yo?

R. Wi. Elèv yo resevwa tout enfòmasyon sa yo depi premye semèn lekòl ouvè. Pwofesè pral pataje enfòmasyon sa yo 23 sekatanm ak 30 novanm nan reyinyon ki pral fèt pou paran yo.

K. Ki kalite èd ki genyen pou paran ak elèv nan zafè antre nan inivèsite?

R. Sant Resous pou Karyè nou an ak konseye pitit ou a ede, asiste anpil nan domèn sa a. Nou ankouraje tout paran pou yo vini nan "College Fair" k'ap fèt 24 oktòb 1990: Reprezantan you bann inivèsite ap vini pou bay enfòmasyon. Ap gen "Financial Aid Session": novanm 1990 n'ap bay tout enfòmasyon sou kouman nou ka fè pou peye inivèsite pou timoun yo. Pral gen you bann lòt reyinyon ankò k'ap fèt pandan ane a. (CRC) Sant Resous pou Pwofesè ouvè pou paran tout jounen an; l'ap ede yo ak tout enfòmasyon yo ta ka bezwen. Nou toujou byen kontan wè paran. Paran ak elèv ta sipoze kòmanse prepare pou inivèsite depi kounye a.

K. Sa you paran dwe fè si lòt elèv ap anmède pitit li nan lekòl la oubyen deyò?

R. Nenpòt ki bagay ki genyen you paran pa sipoze gen okenn pwoblèm pou li rele Administratè seksyon pitit li. Administratè seksyon an ap regle sityasyon sa yo, e l'ap toujou fè biwo sekirite a konnen tou sa k'ap pase. Nimewo sekirite a se: 349-6772.

K. Ki wòl sekirite nan lekòl la?

R. Chak jou de 7:30 dimaten jiska 4:30 apre midi gen 10 sekirite nan lekòl ak nan lakou lekòl la. Travay yo se pou asire ke tout timoun nan klas yo, epi tou yo asire sekirite lekòl la. Yo anpeche lòt moun sot deyò vin fè briganday nan lekòl la. Travay yo anfen se pou fè elèv yo santi ke you an sekirite e pou ede yo solisyon pwoblèm yo ka genyen san vyolans.

K. Apa zafè lekòl, ki lòt aktivite CRLS ofri?

R. Gade nan seksyon ki nan paj 3 a ki pale sou klib ak espò yo. Pou tout keksyon sou sa, nou mèt rele sou-direktè pou elèv ak règleman.

K. Eske gen obligasyon espesyal pou elèv k'ap pratike espò?

R. Wi. Elèv yo dwe fè bon nòt nan 4 klas ki pi enpòtan yo si yo vle jwe nan you ekip. Gen obligasyon tou pou elèv ki antre lekòl la nan dezyèm ane oubyen twazyèm ane. Tout antrenè yo esplike jwè yo tout règleman okòmansman sezon an. Si ou bezwen konnen si pitit ou a kapab jwe, se pou ale nan biwo direktè lekòl la.

K. Ki lòt lwa, règleman lekòl la paran sipoze okouran?

R. Nan premye jou lekòl la-yo chak elèv resevwa you ti liv. Se pou paran chèche konnen si pitit li te pote ti liv sa a lakay li. Si ou ta renmen nou poste youn pou ou, ou mèt rele Barbara Hickey nan nimewo 349-6706. Kèk pati ti liv sa repwodwi nan paj 3 ak paj 4 ti liv ki nan men ou an.

K. Sa paran kapab fè pou ede pitit yo gen siksè nan lekòl?

R. Men kèk konsèy jeneral: 1) Kreye you ti kwen, you ti kote ki kal, ki gen silans nan kay la pou timoun nan ka etidye. 2) Mande timoun nan si li gen devwa, si li fè dewwa yo. 3) Ba timoun nan sipò, ba li ankourajman. 4) Ba timoun nan founit klasik li bezwen pou li fè travay lekòl li. 5) Pa lage lekòl la, patisipe nan tout aktivite k'ap dewoule pandan ane a. 6) Fè pati "Parents' Advisory Committee".

K. Eske lekòl ka ede pitit mwen jwenn you bon travay nan grann vakans oubyen lè li diplome?

R. Lekòl la gen you biwo ki okipe zafè chache travay pou elèv yo li nan Sant Resous Pou Karyè (CRC).

K. Ki lwa lekòl la genyen sou zafè timoun k'ap kraze brize?

R. Nenpòt ki timoun ki kraze nenpòt ki bagay nan lekòl la, timoun sa ak paran li reskonsab peye l'. Depatman Lekòl Cambridge la ap rele paran an nan tribinal si se nesesè. N'ap fè anpil jefò pou nou pa kite elèv kraze lekòl la: nou konte sou kolaborasyon paran yo anpil.

K. Nan ki okazyon timoun yo ap gen lajan pou yo vèsè nan lekòl la?

- R. Pafwa aktivite "high school" la mande lajan. Pou elèv you diplome yo bezwen bag, abiman; gen you fèt tou: tou sa pran lajan.
- Lekòl la fè jefò pou tout depans sa yo pa twò depase limit.
 - Nou mande elèv pou yo achte kadna pou kazye yo ki tou pre klas yo ak nan jimnaz la.
 - Nou sèvi manje maten ak manje midi nan lekòl la. Pou kèk timoun manje a gratis, kèk lòt dwe peye. Pou plis ransèyman, wè direktè seksyon pitit ou a ye a.

K. Sa pou m' fè si pitit mwen gen you pwoblèm sante espesyal?

R. Ou dwe fè administratè seksyon pitit ou a ak enfimiyè lekòl la konnen, (876-1626 oubyen 349-6719). Ou dwè ba you nimewo telefòn pou rele nan ka ijans.

K. Kòman yo ede nouvo elèv ki antre lekòl la?

R. Chak ane "Cambridge Rindge and Latin School" enskri 300 nouvo elèv, san konte klas premye ane a. Nou fè tout posib pou nou n' mete tout timoun alèz, pou nou ede yo adapte nan lekòl la. Si you paran panse pitit li ka gen pwoblèm adaptasyon, nou ta

mande paran sa pou l' kontakte administratè seksyon pitit li a oubyen pale ak Rene Meshon nan 349-6706 ki nan Sant Sèvis Pou Etidyan an.

K. Ki kalite tès yo bay nan CRLS?

R. Chak ane tout elèv premye ak dezyèm ane pran you tès yo rele: "California Test of Basic Skills" (CTBS). Tès Anglè ak matematik yo bay nan mwa mas. Nou voye rezilta yo ba paran ak pwofesè yo an oktòb. Tès sa yo ede lekòl la ak pwofesè yo wè ki kote yo sipoze travay ak elèv yo pi plis.

- Tout timoun ki pa t' pase tès yo rele "Basic Skills" la lè yo te nan lekòl primè, yo pral pran tès sa chak ane jiskaske yo pase l'. Men, tès sa a pa p' enpoze you timoun diplome.

- Elèv twazyèm ak katriyèm ane pran tès yo rele "PSAT" "SAT" ak lòt egzamen ki mezire konesans elèv. Pou anpil kolèj, tès sa yo obligatwa, e fò elèv peye pou pran yo. Sant Resous Pou Karyè a (CRC) ak konsèye yo ka ba nou plis enfòmasyon sou tès sa yo. Dat enskripsyon yo nan paj 4.

K. Kòman m' ka antre nan Komite Konsèy Paran an?

R. Tout paran ka antre. Komite a fè reyinyon you fwa pa mwa, derape 7:00 jiska 9:00 diswa nan sal R113. Dat reyinyon yo ane sa se 29 septanm, 17 oktòb, 8 novanm, 5 desanm, 17 janvyè, 13 fevriye, 14 mas, 3 avril ak 9 me. Silvoupè, kontakte Barbara Hickey nan nimewo 349-6706.

Enfòmasyon Chwazi Nan Liv Elèv La

ESPÒ

Gen tout kalite espò nan CRLS. Depatman Lekòl la swiv règleman Chapit 622 Eta a ki pale sou patispasyon fi ak gason nan espò. "Register Forum" pibliye nouvel sou ekip yo ak kalandriye yo.

Quin - Gòl, Foutbòl, Volebòl, "Cross Country", Naje pou fi, Foutbòl Ameriken

Ivè - Lit, Baskètbòl, Hòki, Kous anndan, Naje pou gason

Prentan - Bizbòl, Sofbòl, Kous deyò, Tennis

LIMIT LEKÒL LA

Bòn lekòl se ri Felton, Broadway, Ellery ak Cambridge. Timoun yo pa gen dwa depase limit sa. Elèv yo ka ale nan boutik ki nan limit sa a lè manje midi SELMAN. Pandan lè lekòl la timoun yo, pa gen dwa ale nan ri Roberts. Nenpòt etidyan yo jwenn nan zòn sa l'ap posib pou direksyon lekòl la voye l' lakay li.

CHANJMAN ANRÈS

Se responsablite chak etidyan pou fè administratè seksyon an konnen si l' chanje adrès ak nimewo telefòn. Se you bagay ki enpòtan anpil. Lekòl la pa responsab si lapòs pa bay you lèt akoz you nouvo adrès ki pa' repòte.

LWA SOU JAN YOU KORIJÈ

Nòt yo ale de 0 a 100. Pou pase, minimòm nan se 60%. Okenn timoun p'ap resevwa you nòt enkonplèt si li pa siyen you kontra avèk pwofesè a ki eksplike l' tou sa li sipoze fè pou nòt la.

LWA POU DIPLOME

- Pase 8 semès Anglè (2 semès chak ane)
 - Pase 2 zan syans
 - Pase 2 zan matematik
 - Pase 3 zan syans sosyal (youn ladan yo sipoze Istwa Ameriken)
 - Pase 4 an edikasyon fizik
 - Pase 1 an edikasyon sou sante e pase you tès sou Lanaj
 - Genyen you minimòm 200 kredi
- Sèl direktè lekòl la ka dispanse you elèv obligasyon sa a.

LWA SOU PÈDI LIV

- Si you elèv pèdi liv oubyen nenpòt kòt bagay l'ap sèvi, li p'ap ka pran lòt bagay toutan li pa peye sa l' te pèdi a.
- Elèv p'ap ka pran egzamen final si l' pa remèt liv ke l' te pèdi oubyen si li pa fè aranjman pou l' peye li.
- Elèv katriyèm ane (4em) p'ap ka pran chapo ak tøj pou gradyasyon si you dwe you bagay.
- Elèv yo responsab tout materyèl yo pran. Bibliyotèk la ap fè eye \$5.00 oubyen \$3.00 tou depann bagay ki pèdi a.

RAPÒ SOU POGRÈ

4 fwa pa ane pwofesè fè rapò pou elèv yo. Pwofesè yo va voye rapò sa ba chak paran pou you ka okouran pwogrè pitit yo. Rapò a va mansyone kote timoun nan gen plis pwoblèm, li endlike tou kote timoun nan byen travay. Paran dwe pran you randevou pou pale ak pwofesè yo touswit apre lè li resevwa paype sa.

SA KI NESESÈ POU TIMOUN NAN MONTE NAN LÒT KLAS

Elèv dezyèm ane: li dwe fè 50 kredi e li dwe pase egzamen premye ane a ak 1 an edikasyon fizik.

Elèv twazyèm ane: li dwe gen deja 110 kredi. Li dwe pase Anglè premye ane ak dezyèm ane, fè 2 zan edikasyon fizik e 1 an syans sosyal. Elèv sipoze konplete 2zan matematik ak syans.

Elèv katriyèm ane: li dwe fè 150 kredi. Li sipoze pase dezyèm ak twazyèm ane Anglè; plis 3zan edikasyon fizik ak 2 zan syans sosyal. Elèv ki pako pase 3 zan syans sosyal ak 2 zan matematik ak syans lan dwe pran kou sa yo ak tout lòt kou yo oblije pran pou you diplome.

LÈT AVÈTISMAN: A kote kanè ki al lakay timoun yo chak trimès, lekòl la voye you lèt ba paran yo si pitit yo an danje pa reyisi. Lèt sa konsèye paran yo sou èd ki egziste pou elèv la; li eksplike tout sa k' pral pase si timoun nan pa gen tout kredi li bezwen pou l' monte nan lòt klas la.

KANÈ

4 fwa pa ane lekòl la bay kanè. Kanè sa yo enpòtan anpil, e paran ta sipoze gade yo byen. Paran ka toujou pran randevou ak pwofesè yo pou diskite pwogram timoun nan. An jeneral kanè bay 10 jou apre peryòd la fini. Omwen 2 fwa pa ane nou poste kanè ba paran lakay yo. Kanè pral bay 28 novanm jou swa ki pral gen reyinyon paran ak pwofesè a.

LWA SOU DOMISIL

Se moun ki abite Cambridge ki ka ale lekòl CRLS. Etidyan ki pako gen 18 tan dwe ap viv ak paran yo oubyen ak you moun ki reskonsab yo. Si nou sispèk ke gen you elèv ki pa abite Cambridge, nou pral tcheke sou sa; si nou dekouvri reyèlman vre timoun nan pa abite Cambridge, se pou li kite lekòl la. Si you moun pa abite Cambridge li toujou ka peye pou l' vin lekòl la.

KLIB AK PWOGRAM APRE LEKÒL

Tout elèv lekòl le ka manm klib yo. Anons pou klib yo ap fèt nan mikro lekòl la, nan *Did You Know* ak nan *Register Forum*. N'ap jwenn you lis tout klib yo nan ti liv elèv yo.

Nou ankouraje timoun yo pou yo pwofite tout avantaj klib yo ofri: rankontre moun, laji konesans, fè tout kalite eksperyans.

"Academic Decathlon"

Klib ski alpen
Klib asyatik
Inyon elèv nwa
Elèv Cambridge pou dezame
Ekip Deba
Klib egzesis
Klib Fransè
Klib Alman
Klib Ayisyen
Klib Istwa
Klib Italyen
K.A.F.A.
Klib K.B. (service)
"Key Club" (service)
Klib Dwa

Revi literè

"MassPep"
Ekip mat ak konpitè
Sosyete Onè Nasyonal
Klib fotografi
Klib Pòtigè
"Register Forum"
S.A.D.D.
Klib Navigasyon
Klib Sekirite Elèv
Klib Panyol
Upward Bound
Kib Vokasyonel Ameriken
Klib Karayib
"Wildemess Club"
Liv Ane a

Nou ankouraje elèv yo pou yo fè pati teyat. Nou ankouraje yo tou pou yo patisipe nan pwodiksyon mizik k'ap fèt nan lekòl la, pou yo chache konnen tout lòt pwogram lekòl la ofri.

KONPÒTMAN ELÈV

Elèv sipoze swiv tout disiplin lekòl la toutan, tout kote: nan antrenman espò, nan pwomnad, nan pyès teyat. You timoun ki pa konpòte l' byen mèt prepare l' pou l' resevwa pinisyon; yo ka menm voye l' lakay li pou kèk jou.

SANT POU LESON PATIKILYE

Youn nan pwogram Volontè Lekòl Cambridge yo genyen se sant pou leson patikilye a. Sant lan nan sal A220. Paran ka kontakte biwo sa: nimewo se 349-6794.

TRAVAY VOLONTÈ PANDAN ETID

Elèv gen dwa ede fè travay nan biwo administratè seksyon yo, nan biwo direktè ak sou-direktè yo. Si you elèv vle travay kòm volontè nan etid, se pou li pale ak administratè seksyon la a.

REGLEMAN POU ZAM

Nenpòt ki elèv ki gen kouto oubyen you revolvè sou li nan lekòl la oubyen nan aktivite lekòl la ap: (1) - resevwa 10 jou sispansyon; (2) - resevwa plent kont li nan lapolis Cambridge; (3) rete lakay li pou rès ane lekòl la.

SANT POU EKRI

Ou bezwen èd pou ekri you devwa, you poèm, pou ranpli you aplikasyon pou kolèj, pou fè you diskou, pou ekri you lèt damou CRLS gen elèv antrene espesyalman pou ede lòt elèv nan tout kalite jan ekri sa yo.

Sant pou ekri a se you resous Revi Literè CRLS la, ak lòt piblikasyon, òganizasyon, lekti piblik. Sant sa ankouraje elèv yo pibliye nan journal lokal oubyen nasyonal.

Elèv k'ap ede elèv nan Sant pou Ekri a disponib pou ede tout nivo, kòmansman kòm avanse; nou mèt vini nenpòt ki lè nou ta bezwen.

Sant sa se pa ou. Vizite l'. Li nan sal A308. Li ouvè lendi jiska vandredi, depi premye peryòd jiska setyèm peryòd. Kontakte Ed Hurley - Direktè Sant pou Ekri.

SIZOKA PA' P" GEN LEKOL AKOZ MOVE TAN

Se Sipèntandan an sèlman ki gen dwa bay lòd pa gen lekòl poutèt move tan. An jeneral, li fè konnen sa anvan sizè dimaten. "Link Line" 349-6513 anonse nouvèl la. Nou ka tande l' tou nan radyo ak televizyon sa yo:

WEEI 590 AM
WBZ 1030 AM
WLVG 740 AM
WHDH 850 AM
WJIB 969 FM
WXKS 1430 AM
WMEX 1150 AM
WKKU 1510 AM
WEZE 1260 AM
WBUR 909 FM
WBZ TV CH4
WCVB TV CH5
WDHD TV CH7

Silvoupè pa telephone polis, pa telephone ponpye, pa rele biwo lekòl la.

Konsèy Paran An Gen Reyinyon Chak Mwa A
7tè Diswa Nan Sal R113

Calendar

IMPORTANT DATES

Sept. 6 -- School Opens
Sept. 10 -- Jr. Class Officers Nominations
Sept. 10 -- Student School Committee Nominations
Sept. 10 -- School Improvement Council Nominations
Sept. 18 -- Early Release Day
Sept. 26 -- Jr. Class Speeches (Auditorium)
Sept. 28 -- Jr. Class Elections
Sept. 28 -- Student School Committee Elections
Sept. 28 -- School Improvement Council Elections
Oct. 3 -- Basic Skills Testing (Gr. 9, 10, 11)
Oct. 16 -- Early Release Day
Oct. 20 -- P.S.A.T. - Saturday Only (8-11:30 A.M.)
Oct. 24 -- College Fair
Oct. 25 -- Club Day
Oct. 30 -- Math Olympiad
Nov. 6 -- Early Release Day
Nov. 7 -- 8th Grade Parent Information Night
Nov. 28 -- PTS Night
Nov. 29 - Dec. 8 -- Winter Drama Performance
Dec. 4 -- Early Release Day
Dec. 11 -- Financial Aid Night
Dec. 11 -- Senior Cap & Gown Measurement & Diploma Names
Dec. 13 -- Winter Concert
Dec. 20 --Kwanza Celebration
Jan. 8 -- Early Release Day
Jan. 16, 17, 18 -- Martin Luther King, Jr. Assemblies
Jan. 22-25 -- MidYear Exam Week
Jan. 26 -- SAT & ACH Test
Jan. 29 - Feb. 5 -- CAT & MEAP Exams
Feb. 5 -- Early Release Day

Feb. 25 -- American High School Math Exam
Mar. 6 - 13 -- AIDS Awareness Week
Mar. 7 -- Science Fair
Mar. 12 -- Early Release Day
Mar. 14 -- Women in History Assembly
Mar. 22 - 25 -- Sr. Class Trip
Apr. 4 - 6 -- Pilot Play
Apr. 9 -- Early Release Day
Apr. 9 -- BSU Recognition Dinner
Apr. 18 - 20 -- New England Drama Festival
Apr. 25 -- National Honor Society Induction
Apr. 30 -- Math Prize Exam
May 2 -- Spring Concert
May 7 -- Early Release Day
May 7 -- Computer Science Prize Exam
May 17 -- Junior Class Prom
May 17 - 25 -- Senior Exams
May 22 -- Awards Day (Grades 9, 10, 11)
May 23 -- Senior Awards Luncheon
May 30 -- Graduation Rehearsal
May 30 -- Yearbook Distribution
May 30 -- Cap & Gown Distribution
June 1 -- Senior Prom
June 4 -- Early Release
June 4 -- Graduation Rehearsal (10 A.M. Field House)
June 4 -- Graduation Ticket Distribution
June 4 -- Graduation (6 P.M. Field House & Theater)
June 6 -- Piano Recital
June 11-15 Final Exams (Grades 9, 10, 11)
June 12 - 17 -- Final Exams (Grade 9, 10, 11)

Telefonos

Edward Sarasin, Direktè
Dr. William Mangan
Sant Sèvis Pou Eldyàn
Dr. Diane Tabor
Madam Karen Prentice
Mesye John Silva

349-6630
349-6723
349-6706
349-6721
349-6751
349-6772

Koman Ane A Divize
Pou ane 1990-1991 nan, men kouman ane lekòl la divize:
Premye pati: 6 sektanm - 9 novanm
Dezyèm pati: 12 novanm - 25 janvyè
Twayèm pati: 28 janvyè - 5 avril
Katriyèm pati: 6 avril - 19 jen

Jou Fet Ak Vakans
Columbus Day - 8 oktòb
Veterans Day - 12 novanm
Thanksgiving Day - 21 novanm (mwatye jounen)
Thanksgiving Recess - 22/23 novanm
Christmas - 24 desanm-1 janvyè
Martin L. King Day - 21 janvyè
Winter Vacation - 18/22 fevriye
St. Patrick's Day - 18 mas
Good Friday - 29 mas
Spring vacation - 15/19 avril
Memorial Day - 27 me

Demi Jounen Lekòl
Ane sa CRLS ap gen 10 demi jounen lekòl. Jou sa yo lekòl la ap ranvwaye a onzè tranwit (11:38 AM). Sa pemèt pwofesè yo al nan kèk reyinyon espesyal sou pwogram lekòl la. Lè lekòl la lage bonè konsa manje midi pa p' sèvi. Elèv pa sipoze al vizite lekòl primè yo jou sa yo. Men dat CRLS ap lage bonè: (*Lekòl primè yo tou ap lage bonè)

18 sektanm
16 oktòb
6 novanm
4 desanm
8 janvyè
5 fevriye
12 mas
9 avril
7 me
4 jen

KONSEYE
Seksyon A
Gordon Axman (R343)
Doris Smith (R245)
Vincent Spencer (R343)

349-6637
349-6648
349-6646
349-6642

Tes "SAT" Yo
Egzamen sa yo ap bay nan CRLS nan samdi dat sa yo. Sant Resous pou Karyè a gen fòm aplikasyon ak plis enfòmasyon

Lekòl Lideship
Eleanor Farinato (R245)
Sam Framondi (R245)

349-6648
349-6757
349-6656
349-6661
349-6667
349-6755
349-6765
349-6667

Dat tès yo
3 novanm
Premye desanm
26 janvyè
16 mas
4 me
Premye jen

Enskripsyon fini
28 sektanm
26 oktòb
21 desanm
8 fevriye
29 mas
26 avril

Fondamantal
Jean Robinson (R418)
Ralph Sennott (R406)

349-6680
349-6684
349-6683

PSAT (pou elèv twayèm ane) samdi 20 oktòb de 8:30 dimaten jiska 11:30 dimaten.

Rindge Technical Vocational
Brian Downes (R245)
Sally Ralph (R132)
Tracy Finslein (R132)

349-6751
349-6657
349-6658
349-6658

Lekòl Pilot
Helen Jacobson (R510)
Rayko Shirashi (R510)

349-6674
349-6675
349-6678

Sant Resous Pou Karyè
Ginny McCabe (R241)
Kathy Walcott (R241)

349-6697
349-6697

Sant Sèvis Pou Eldyàn
Kate McMahon

349-6706
349-6706

Bwo Enskripsyon Pou Nouvo Elèv
Rene Meshon

349-6706

Konseye Reyabilitasyon
Mary Jane Clancy

349-6737

KOMITE LEKOL CAMBRIDGE

Honorab Majistra, Mayor Alice Wolf, Chèmanan
Frances Cooper, Vis-Chèmanan
Henrietta Davis
Alfred B. Fantini
James J. Rafferty
Alfred E. Vellucci
Larry Weinstein

Administrasyon

MaryLou McGrath, Spèntandan
Edward R. Sarasin, Direktè
Karen Prentice, Executive Direktè Egzekitif, Edikasyon Okipasyonèl
Dr. William J. Mangan, Asistan Direktè pa Enterim
Dr. Diane Tabor, Asistan Direktè
Dr. Ruben Cabral, Administratè Akademik
Dr. Margaret LeGendre, Asistan Direktè Fondamantal
Ms. Ruby Pierce, Administratè pa enterim Seksyon A
Dr. Paula Tucker-Hogan, Administratè Lideship
Dr. Ray Shurtleff, Dinn Lekòl Pilot
Madam Sandra Blake, Asistan Administratè R.T.V.P.
Mesye John Silva, Direktè Sekirite

fazê-lo todos os anos no Liceu até passarem. Não é, no entanto, condição sine qua non para acabar o Curso Liceal.

Os alunos do 3º e 4º ano farão testes de admissão à Universidade – PSAT, SAT, que são exigidos pela maior parte das Universidades e são pagos. Para mais informação sobre estes testes contacte o Centro de Recursos Profissionais (CRCenter) e os orientadores pedagógicos. As inscrições encontram-se na página 4.

Informações do Manual do Aluno

EDUCAÇÃO FÍSICA -- DESPORTO

Existe no Liceu um variado número de programas desportivos à disposição dos alunos. O Departamento escolar regula-se pelo parágrafo 622 do Governo Estadual no que diz respeito à participação de ambos os sexos em actividades desportivas.

A revista Register Forum traz os horários e notícias dos jogos e equipas desportivas.

OUTONO -- golfo, futebol, rugby, voleibol, corta-mato, natação feminina

INVERNO -- luta livre, basquetebol, hóquei no gelo, atletismo no ginásio, natação masculina

PRIMAVERA -- baseball, softball, atletismo ao ar livre, ténis

LIMITES ESCOLARES

Os alunos não podem ultrapassar o recinto escolar que é limitado pelas ruas Felton, Broadway, Ellery e Cambridge.

Durante a hora do almoço podem ir às lojas nesta área; não podem fazê-lo no entanto nos intervalos das aulas.

A rua Roberts está vedada aos alunos durante as horas da escolas incluindo a hora do almoço.

Todo o aluno que for encontrado para além dos limites acima mencionados está sujeito a ser suspenso.

MUDANÇA DE ENDEREÇO

O aluno é responsável por informar o Administrador do Edifício que frequenta no caso de mudar de endereço e/ou telefone. É extremamente importante; a escola não se responsabiliza por qualquer correspondência que não lhe seja entregue devido a descuidos do aluno.

CRITÉRIO DE MARCAÇÃO DE NOTAS

Usamos uma escala de 0 a 100; a nota mínima necessária para transitar é 60. Nenhuma nota de Incompleto será dada em qualquer trimestre até um contrato ser escrito entre o aluno e o professor definindo os requisitos para receber a nota.

O que é necessário para completar o Curso Liceal

- 8 semestres de Inglês (o aluno tem que tirar 2 semestres de Inglês por ano)
- 2 ano de Ciências
- 2 ano de Matemática
- 3 anos de Estudos Sociais, com uma cadeira de História dos Estados Unidos
- 4 anos de Educação Física
- 1 ano de Saúde e passar um teste de Natação
- ter o mínimo de 200 créditos
- Qualquer excepção terá que ter a aprovação do Director.

LIVROS

Todo o aluno que perca um livro ou qualquer material escolar não receberá mais nenhum livro até que reembolse o Departamento Escolar.

O aluno não terá autorização para fazer os exames finais até devolver o livro perdido ou pagá-lo. No caso de ser finalista, ser-lhe-ão negados a batina e o chapéu.

O aluno é também responsável pelos livros que levanta da Biblioteca, que segue o mesmo critério que o Liceu, acima já mencionado. A multa é de \$5.00 para os materiais levantados da Biblioteca que estiverem catalogados e de \$3.00 para os não catalogados.

CRITÉRIO DE AVALIAÇÃO DO APROVEITAMENTO DO ALUNO

O aluno receberá 4 vezes por ano um relatório com a sua avaliação. Mandamos estes relatórios para casa para que os pais se inteirem do progresso que os filhos estão a fazer. Muitas vezes estes relatórios informam se os alunos precisam trabalhar mais nesta ou naquela matéria mas também podem ser elogiosos. Nem todas as aulas têm relatórios desta natureza; os pais podem, se quiserem, marcar uma reunião com o professor, após receberem o relatório, para falarem sobre ele.

CRITÉRIO PARA TRANSITAR

- 2º ano -- o aluno tem que ter completado 50 créditos e passado a cadeira do 9º ano de Inglês e 1 ano de Educação Física
- 3º ano -- o aluno tem que ter completado 110 créditos; tem que ter passado o 9º e 10º ano de Inglês, 2 anos de Educação Física e 1 ano de Estudos Sociais. Tem, além disso, que ter também completado 2 anos de Matemática e Ciências.
- 4º ano -- o aluno tem que ter completado 150 créditos, passado o 9º, 10º e 11º anos de Inglês, 3 anos de Educação Física e 2 anos de Estudos Sociais. Todo o aluno que não tenha completado 3 anos de Estudos Sociais e 2 anos de Matemática e Ciências tem que matricular-se nestas cadeiras e fazê-las.

Para além dos relatórios enviados a casa regularmente com o progresso feito pelos alunos e os relatórios com a avaliação enviados 4 vezes por ano, a escola também envia aos pais uma nota informativa no caso do aluno estar em vias de não passar o ano, explicando-lhes a que recursos devem recorrer e o que acontecerá no caso do aluno não ter cumprido o que lhe era exigido.

CADERNETAS DE NOTAS

São entregues ao aluno e pais 4 vezes por ano. Estas cadernetas são muito importantes e requerem ser lidas cuidadosamente. Os pais podem marcar uma reunião com qualquer professor para conversarem sobre o progresso e actuação do aluno. Estas cadernetas são normalmente entregues, o mais tardar, 10 dias depois das notas serem dadas (veja no Calendário escolar), e são enviados pelo Correio para casa pelo menos 2 vezes por ano.

P. Que fazer para pertencer à Comissão Consultiva de Pais?

R. Gostariamos que todos os pais pertencessem a esta Comissão. As reuniões realizam-se 1 vez por mês das 7 às 9 horas da noite na sala R113.

As reuniões este ano são: 27 de Setembro, 8 de Novembro, 5 de Dezembro, 17 de Janeiro, 13 de Fevereiro, 13 de Março, 3 de Abril, 9 de Maio. Contacte a Barbara Hickey -- 349-6706 para adicionar o seu nome à Comissão Consultiva de Pais. (349-6706)

Serão também entregues na noite de Reunião de Pais e Professores no dia 28 de Novembro.

RESIDÊNCIA

Todos os alunos que frequentam o Liceu (CRLS) têm que, por lei, residir na cidade de Cambridge. Os alunos com idade inferior a 18 anos têm que viver em Cambridge com os pais ou Encarregados de Educação.

Quando suspeitarmos que qualquer aluno não viva na cidade de Cambridge, verificaremos e certificamo-nos-emos do caso; no caso do aluno não residir na cidade esra informado de que terá que sair do Liceu CRLS. Há, no entanto, excepções que podem ser feitas com o acordo do Director do Liceu e a Superintendente das Escolas.

O Departamento Escolar autoriza aos não-residentes a frequentarem as escolas mediante o pagamento de propina.

CLUBES ESCOLARES E PROGRAMAS EXISTENTES DEPOIS DAS HORAS ESCOLARES

Todos os alunos do Liceu CRLS têm o direito de serem membros dos diversos clubes existentes. Os alunos serão avisados das reuniões do Clube através do Intercommunicator e do jornal *Register Forum* na coluna "Sabias?" (Did You Know). Encontra-se publicada no Livrete do Aluno uma lista de todos os Clubes existentes.

Estes Clubes dão aos alunos inúmeras oportunidades: conhecer pessoas, aprender novas coisas e participar em experiências e actividades variadas.

Decalto académico	Clube Haitiano	Clube de Fotografia
Clube de esqui alpino	Clube de História	Clube Português
Clube Asiático	Clube Italiano	Register Forum
Clube de Astronomia	K.A.F.A.	S.A.D.D.
Associação dos Estudantes Negros	Clube K.B. (Serviço)	Clube de Vela
Estudantes de Cambridge para	Key Club	Upward Bound
Dearmamento	Clube de Direito	Vocational Industrial Clubs of America
Equipa de Debate	Revista Literária	Clube spanhol
Clube de Manutenção Física	MassPep	Wilderness Club
Clube Francês	Clube de Ciências	Yearbook (Livro de Curso)
Clube Alemão	National Honor Society	

Pedimos aos alunos que participem também nas produções dramáticas e musicais e que se mantenham informados sobre outros programas especiais que possam haver depois das horas da escola.

COMPORTAMENTO

Esperamos que todos os aluno sigam as leis da escola sempre que nela se encontrarem e em todos os programas promovidos quer seja atletismo, concursos, visitas de estudo ou concertos, peças de teatro ou quaisquer outras actividades. Todo o aluno que não se comporte como deve ser será disciplinado segundo as regras da escola e pode mesmo ser suspenso.

CENTRO DE AULAS PARTICULARES

Este Centro é um dos programas especiais promovido e organizado pelo Grupo de Voluntários das Escolas Publicas de Cambridge e funciona na sala A220. Os alunos devem concorrer pessoalmente para poderem receber lições particulares nas matérias em que precisam de ajuda. Os professores ou Orientadores podem também, se acharem necessário, sugerir que os alunos recebam estas lições particulares.

Os alunos que queiram dar estas aulas (ajudar os companheiros) podem fazê-lo -- Peer Tutoring Program, e têm créditos através do Programa intitulado Community Based Learning. Todos os alunos interessados devem concorrer na sala A220. Os pais podem contactar o Centro telefonando para o 349-6794.

SERVIÇO VOLUNTÁRIO NAS HORAS DAS SALAS DE ESTUDO

Os alunos têm autorização de ajudar no escritório do Administrador do Edifício, do Vice-Director e do Director. Para isso devem contactar o Administrador do Edifício.

ARMAS

Todo o aluno que for econtrado na escola com uma faca ou arma em seu poder: (1) Será suspenso por um período de 10 dias; (2) A polícia da cidade de Cambridge será informada e receberá participação escrita; (3) Realizar-se-ão reuniões especiais pelo Assistente da Superintendente encarregado da Administração para tomar em consideração as opções que podem incluir a expulsão ou outra escola. Todos os alunos e pais devem assinar que leram e compreendem este regulamento.

CENTRO DE ESCRITA

Se precisarem de ajuda para escrever algum trabalho, compor um poema, preencher o formulário concorrer às Universidades, escrever um discurso ou mesmo uma carta de amor contactem: -- O Centro de Escrita da CRLS onde encontrarão colegas dispostos a ajudá-los.

-- Este Centro ajuda na produção da revista literária da CRLS e de outras publicações, a organizar declamações e apoia os alunos no envio dos seus escritos a variadas publicações locais e nacionais.

Os alunos que trabalham no Centro estão à disposição dos colegas e apoiam qualquer escritor principiante ou mais avançado em qualquer altura:

- fazer plano
- escrever os primeiros rascunhos
- rever
- editar
- preparar a versão final
- encontrar um público para o trabalho

O Centro de Escrita é para todos. Passem pela sala A308; está aberta de Segunda a Sexta desde o 1º período até ao 7º. Entrem em contacto com Ed Hurley, Director do Centro.

TEMPO

É o Superintendente das Escolas quem, em caso de emergência, devido às más condições do tempo ou outros motivos, toma a decisão de fechar as escolas; esta decisão é feita no dia em que a escola fecha até as 6 horas da manhã e será dada a saber ao público através do telefone 349-6513 – Linkline, e das seguintes estações de rádio e televisão:

WEEI 590 AM	WHUE 1150 AM
WBZ 1030 AM	WITS 1510 AM
WCAS 740 AM	WEZE 1260 AM
WHDH 850 AM	WBUR 909 FM
WRKO 680 AM	WBZ TV Ch4
WJIB 969 AM	WCVB TV Ch5
WXKS 1430 AM	WNAC TV Ch7

Não telefonem para a Polícia, Bombeiros ou Secretaria, por favor.

As reuniões mensais da Comissão de Pais realizam-se às 7 horas da noite na sala R113

Calendário

DATAS IMPORTANTES

6 de Setembro – Abertura das Aulas
10 de Setembro – Nomeações dos alunos do 2º ano
10 de Setembro – Nomeação da Comissão Escolar de alunos
10 de Setembro – Nomeações do Conselho de Melhoramento Escolar
18 de Setembro – Os alunos saem ao meio-dia
28 de Setembro – Discurso dos alunos do 11º ano
28 de Setembro – Eleições da Comissão Escolar de Alunos
3 de Outubro – Teste de Basic Skills (9º, e 10º, e 11º)
16 de Outubro – Os alunos saem ao meio-dia
20 de Outubro – PSAT - Sábado (8-11, 30 da manhã)
24 de Outubro – Feira Universitária
25 de Outubro – Dia de Clube
30 de Outubro – Olimpíada de Matemática
6 de Novembro – Os alunos saem ao meio-dia
7 de Novembro – Noite Informativa destinada aos pais dos alunos do 8º ano
28 de Novembro – Reunião de Pais, professores e Alunos
29 a 8 de Dezembro – Exibição de teatro
4 de Dezembro – Os alunos saem ao meio-dia
11 de Dezembro – Noite de orientação para receberem ajuda financeira
11 de Dezembro – Tirar as medidas para as batinas e chapéus e nomes para os diplomas
13 de Dezembro – Concerto de Inverno
20 de Dezembro – Celebração do Kwanza
8 de Janeiro – Os alunos saem ao meio-dia
16,17,18 de Janeiro – Palestras sobre Martin Luther King
22 a 25 de Janeiro – Semana de exames
28 de Janeiro – Teste SAT e ACH
29 de Janeiro a 5 de Fevereiro – Testes CAT e MEAD
5 de Fevereiro – Os alunos saem ao meio-dia
25 de Fevereiro – Teste de Matemática

6 a 13 de Março – Semana dedicada a informação sobre a SIDA
7 de Março – Feira das Ciências
12 de Março – Os alunos saem ao meio-dia
14 de Março – Palestras “As Mulheres na História”
22 a 25 de Março – Passeio dos alunos do 12º Ano
4 a 6 de Abril – Peça pelos alunos do Programa Pilot
9 de Abril – Os alunos saem ao meio-dia
9 de Abril – Jantar de Reconhecimento da BSU
18 a 20 de Abril – Festival de Drama da Nova Inglaterra
25 de Abril – National Honor Society - Recepção (WQuadro de Honra)
20 de Abril – Teste de Matemática
2 de Maio – Concerto da Primavera
7 de Maio – Os alunos saem ao meio-dia
7 de Maio – Teste de Ciências de Computadores
17 de Maio – Festa de fim de ano do 11º
17 a 25 de Maio – Testes do 12º Ano
22 de Maio – Entrega de Prémios (9, 10, e 11 anos)
23 de Maio – Almoço com entrega de prémios aos finalistas
30 de Maio – Ensaio das Cerimónias do fim do curso
30 de Maio – Entrega dos livros de curso
30 de Maio – Entrega de batinas e chapéus
1 de Junho – Baile de finalistas
4 de Junho – Os alunos saem ao meio-dia
4 de Junho – Ensaio de Cerimónia do fim do ano (10 da manhã, Field House)
4 de Junho – Entrega de bilhetes para a cerimónia
4 de Junho – Cerimónia de fim do curso (6 da tarde, Field House)
6 de Junho – Recital de Piano
11 a 15 de Junho – Testes Finais (9, 10, e 11)
12 a 17 de Junho – Testes Finais (9, 10, e 11)

Telefones

Edward Sarasin, Reitor
Dr. William Mangan
Centro de Serviços dos Alunos
Dra. Diane Tabor
Sra.. Karen Prentice
Sr. John Silva

Sra. Ruby Pierce, Edifício A
Dra. Paula Tucker-Hogan, Chefia
Dr. Ruben Cabral, Academia
Dr. Ray Shurtleff, Pilot
Dra. Margaret LeGendre, Fundamental
Sra. Sandra Blake, R.T.V.P.

349-6630
349-6723
349-6706
349-6721
349-6751
349-6772

Períodos de marcação de notas

1 - 6 de Setembro a 10 de Novembro
2 - 12 de Novembro a 25 de Janeiro
3 - 28 de Janeiro a 5 de Abril
4 - 8 de Abril a 19 de Junho

Relatórios de Aproveitamento escolar

Serão enviados pelo correio nas datas seguintes, aproximadamente:
12 de Outubro, 20 de Dezembro,
8 de Março e 17 de Maio

Exames de admissão às Universidades

SAT – serão feitos aos sábados no Liceu nas seguintes datas:

Datas	Matículas
3 de Novembro	28 de Setembro
1 de Dezembro	26 de Outubro
26 de Janeiro	21 de Dezembro
16 de Março	8 de Fevereiro
4 de Maio	29 de Março
1 de Junho	26 de Abril

PSAT (para os alunos do 11º ano)
20 de Outubro

Férias e Dias Feriados

Cristovão Colombo - 8 de Outubro
Combatentes - 12 de Novembro
Acção de Graças - 21 de Novembro
Férias de Acção de Graças - 22e 23 de Novembro
Natal - 24 de Dezembro a 1 de Janeiro
Martini Luther King - 21 de Janeiro
Férias de Inverno - 18 a 22 de Fevereiro
Dia de S. Patrício - 18 de Março
Sexta-Feira Santa - 29 de Março
Férias de Primavera - 15a 19 de Abril
Dia das Almas - 27 de Maio

Dias em que os alunos saem ao meio-dia

Este ano há 10 dias em que os alunos saem ao meio-dia. Os alunos vão para casa às 11 e 38 minutos para que os professores frequentem Acções de Formação. Não será servido almoço aos alunos nesses dias.

Nestes dias os alunos não têm autorização de visitar as escolas primárias.

18 de Siembro
16 de Outubro
6 de Novembro
4 de Dezembro
8 de Janeiro
5 de Fevereiro
12 de Março
9 de Abril
7 de Maio
4 de Junho

Orientadores Pedagógicos

House A	349-6637
Gordon Axtman (R343)	349-6648
Doris Smith (R245)	349-6646
Vincent Spencer (R343)	349-6642
Leadership	349-6648
Eleanor Farinato (R245)	349-6757
Sam Framondi (R245)	349-6656
Academia	349-6661
Bill Colom (A107)	349-6667
Paul Murphy (A107)	349-6755
Flavia Soares-Moura (A107)	349-6765
Yvon Lamour (A107)	349-6766

Fundamental	349-6680
Jean Robinson (R418)	349-6684
Ralph Sennott (R406)	349-6683

Rindge Technical Vocational	349-6751
Brian Downes (R245)	349-6657
Sally Ralph (R132)	349-6658
Tracy Finstein (R132)	349-6658

Pilot	349-6674
Helen Jacobson (R510)	349-6675
Reyko Shiriashi (R510)	349-6678

Centro de Recursos Profissionais	349-6697
Ginny McCabe (R241)	349-6697
Kathy Walcott (R241)	349-6697

Centro de Serviços Estudantis	349-6706
Kate McMahon	349-6706

Registadora de novos alunos	349-6708
Rene Meshon	349-6708

Orientadora de Reabilitação	349-6737
Mary Jane Clancy	349-6737

Direcção das Escolas de Cambridge

Her Honor, Mayor Alice Wolf, Presidente da Caemara
Frances Cooper, Vice-Chairman
Henrietta Davis
Alfred B. Fantini
James J. Rafferty
Alfred E. Vellucci
Larry Weinstein

Administração
MaryLou McGrath, Superintendente
Edward R. Sarasin, Reitor
Karen Prentice, Directora Executiva, Educação Profissional
Dr. William J. Mangan, Acting Assistente Interino de Reitor
Dra. Diane Tabor, Assistente de Reitor
Dr. Ruben Cabral, Administrador, Academia
Dra. Margaret LeGendre, Assistente de Reitor, Fundamental
Sra. Ruby Pierce, Administradora Interina, Edifício A
Dra. Paula Tucker-Hogan, Administradora, Leadership (Chelie)
Dr. Ray Shurtleff, Deão Pilot
Sra. Sandra Blake, Assistente de Administrador, R.T.V.P.
Sr. John Silva, Director de Segurança

P. ¿Qué debo yo hacer si mi hijo/a tiene un problema médico específico?

R. Deberá notificar a ambos, el Administrador del Programa y el enfermero/a de la escuela al 876-1626 y 349-6719. Tendrán que darnos teléfonos de emergencia.

P. ¿Existe alguna asistencia especial dada a aquellos estudiantes que sean nuevos en la escuela?

R. Además de la nueva clase entrante del Primer Año, la Escuela Cambridge Rindge and Latin matricula cada año a más de 300 nuevos estudiantes. Se hará todo lo posible para que los estudiantes se sientan bienvenidos y ayudarlos a aclimatarse. Se celebrarán reuniones de orientación en el Centro de Servicios para el Estudiante (S.S.C.). Aquellos padres que se dan cuenta de que su hijo/a tiene algún problema de aclimatación, deberán ponerse en contacto con el Administrador del Programa o con Ms. Rene Meshon en el Centro de Servicios para el Estudiante al 349-6706.

P. ¿Qué tipos pruebas reglamentarias (standardized tests) para estudiantes se dan en el CRLS?

R. La mayoría de los alumnos de Primero y Segundo Año recibirán todos los años la Prueba de Destrezas Básicas de California (California Test of Basic Skills - CTBS). Estas pruebas para destrezas en matemáticas e inglés son dadas en marzo y los resultados les serán dados a los

padres y maestros en el mes de octubre siguiente. Estas pruebas son utilizadas para ayudar a que la escuela y los maestros determinen aquellas áreas de estudio donde se necesite más atención. Además, cualquier estudiante que no haya aprobado la prueba de Destrezas Básicas en la escuela primaria, será re-examinado en la escuela superior todos los años hasta que la apruebe. Dichas prueba, sin embargo, no es un requisito para poder graduarse.

Alumno del Tercero y Cuarto Año también podrán tomar las pruebas del "College Board" PSAT. SAT y Pruebas Vocacionales. Estas pruebas las requieren en la mayoría de las universidades e implican el pago de una cuota. El Centro de Recursos para Carreras (Career Resource Center) y los consejeros les podrán dar más información sobre estas pruebas. Las fechas para la matrícula están en la sección "College Boards".

P. ¿Cómo puedo participar en el Comité Asesor de Padres (PAC)?

R. Todos los padres serán bienvenidos a participar. El Comité se reúne una vez al mes de 7:00 a 9:00 P.M. en el salón R113. Las fechas para las reuniones de este año son: 27 de septiembre, 17 de octubre, 8 de noviembre, 5 de diciembre, 17 de enero, 13 de febrero, 14 de marzo, 3 de abril y 9 de mayo.

Favor de ponerse en contacto con Ms. Barbara J. Hickey al 349-6706 para sumar su nombre al Comité Asesor de Padres.

Información Seleccionada Del Manual Del Estudiante

DEPORTES

En el CRLS disponemos de un completo y variado programa de deportes (lista que le sigue). En lo que se refiere a la participación deportiva de ambos varones y hembras, el Departamento de Escuelas sigue las normas del Capítulo del Estado N° 622.

Nuestro periódico, el "Register Forum", publica noticias sobre todos los equipos y sus horarios de actividades.

OTOÑO: Golf, Fútbol (balompié), Fútbol Americano, Voleibol, Campo Través, Natacion/hembras

INVIERNO: Lucha Libre, Baloncesto, Hockey Sobre Hielo, Campo y Pista (bajo techo), -

Natacion/varones

PRIMAVERA: Beisbó, Sofbó, Campo y Pista (afuera), Teni

LIMITES DEL TERRENO DE LA ESCUELA

Los estudiantes no deberán salir del area de la escuela que da a las calles Felton, Broadway, Ellery y Cambridge.

Los estudiantes podran usar los comercios que se encuentran dentro de estos límites SOLAMENTE durante el almuerzo y no entre clases.

La calle Roberts Road es zona prohibida durante horas de clases (incluyendo almuerzos). Aquellos estudiantes que se les coja fuera de los terrenos de la escuela, se verán ante una posible suspensión.

CAMBIO DE DIRECCION

Es la responsabilidad de cada estudiante de notificar al Administrador del Programa con cualquier cambio de dirección y/o del número de teléfono.

Es de suma importancia responsabilizarse de ésto. La escuela no se hace responsable porque no se reciba correo debido a que no se hayan dado los cambios de dirección.

POLITICA DE CALIFICACIONES

Las calificaciones se darán partiendo de una escala del 0 al 100. La calificación mínima para el aprobado es un 60%.

No se darán a los estudiantes calificaciones incompletas de ningún período de notas hasta que no se haya trazado un contrato entre el estudiante y el maestro/a que defina los requisitos para poder recibir dicha calificación.

REQUISITOS PARA GRADUARSE

- * Aprobar 8 semestres de Inglés (los estudiantes deberán tomar 2 semestres de Inglés cada año).
- * Aprobar 2 años de Ciencias.
- * Aprobar 2 años de Matemáticas.
- * Aprobar 3 años de Estudios Sociales, incluyendo Historia de los E.U.
- * Acumular 16 créditos en Educación Física (equivalente a 1 por cada trimestre del año y en cada uno de los 4 años).
- * Acumular 6 créditos en Salud y pasar una prueba de natación.
- * Obtener un mínimo de 200 créditos.
- * Cualquier dispensa de estos requisitos, tendrá que ser aprobada por el Director.

POLITICA SOBRE LA PERDIDA DE LIBROS

Si un estudiante pierde un libro o algún material de instrucción, no se le volvera a dar ningún libro o libros en ninguna asignatura, hasta que no se le haya re-embolsado al departamento debido con el valor de dicho libro o material de instrucción.

No se dejarán a los estudiantes tomar el exámen final hasta que no hayan devuelto dicho libro o hayan indicado que van a pagar por él.

A aquellos estudiantes de Cuarto Año que no hayan pagado por libros y otros materiales perdidos, se les negará sus togas y birretes.

Los estudiantes son también monetariamente responsables por todo aquel material bibliotecario firmado en su nombre. La biblioteca sigue las mismas normas que se siguen para con los libros de texto. Esta política comprende todos aquellos materiales catalogados, con un gasto mínimo de \$5.00. Sin embargo, la biblioteca cobra una tarifa fija de \$3.00 por cualquier artículo no-catalogado.

INFORMES SOBRE EL PROGRESO DEL ESTUDIANTE

Cuatro veces cada año escolar, los maestros completan los informes sobre el progreso de sus estudiantes. Estos se envían a la casa para informar a los padres sobre el progreso llevado por su hijo/a. Frecuentemente, estos informes indican esas area donde el estudiante necesita más trabajo y a la vez, indican áreas en donde el estudiante sea elogiado por su trabajo. No todas las clases contarán con dichos informes por cada período de notas. Después de recibir un informe, los padres podrán acordar una cita con el maestro/a.

REQUISITOS PARA LA PROMOCION

Requisito para estudiantes del Segundo Año - "Sophomores": Los estudiantes deberán haber acumulado 50 créditos, haber aprobado el núcleo de Inglés del 9no. grado y un año de Educación Física.

Requisito para estudiantes del Tercer Año - "Juniors": Los estudiantes deberán haber acumulado 110 créditos, haber aprobado el núcleo de Inglés del 9no. y 10 mo. grados, dos años de Educación Física y un año de Estudios Sociales. Además para ese tiempo, deberán haber terminado los dos años requeridos en Matemáticas y Ciencias.

Requisito para estudiantes del Cuarto Año - "Seniors": Los estudiantes deberán haber acumulado 150 créditos, haber aprobado el núcleo de Inglés del 9no., 10mo. y 11 no. grados, tres años de Educación Física y dos años de Estudios Sociales. Aquellos estudiantes que no hayan aprobado los tres años requeridos en Estudios Sociales y los dos años en Matemáticas y Ciencias, deberán incluirlos en sus programas de estudio y completar todos los requisitos necesarios para graduarse.

NOTIFICACION DE LA POSICION ACTUAL DEL ESTUDIANTE: Además del envío regular de informes sobre el progreso y de boletines de notas trimestrales, la escuela notificará por correo a las familias cuando un estudiante está en peligro de no estar llenando los requisitos para su promoción, les aconsejará sobre los recursos de ayuda disponibles y les explicará lo que pasará si estos requisitos no fueran satisfechos para el final del año.

BOLETIN DE NOTAS

Los Boletines de Notas serán entregados a los estudiantes y padres cuatro veces cada año. Estos boletines son muy importantes y deberán ser revisados con mucho cuidado. Los padres podrán acordar una cita con cualquier maestro/a para discutir sobre el rendimiento y el progreso en la clase. Los boletines de notas son normalmente distribuidos no más tarde de 10 días después

del cierre de calificaciones (ver la sección "Calendario Escolar"). Los boletines de notas son enviados por correo a la casa dos veces al año. También serán distribuidos durante la Noche de Padres y Maestros (Parent Teacher Night) el 28 de noviembre.

REQUISITOS DE DOMICILIO/RESIDENCIA

Es la política del CRLS, de que todos los estudiantes sean residentes de Cambridge. Aquellos estudiantes menores de 18 años, deberán estar viviendo en Cambridge con sus padres o tutores legales.

Si hay sospecha de que algún estudiante no sea residente, se llevará a cabo una verificación del domicilio. A aquellos estudiantes que se les encuentre que no viven en Cambridge, se les pedirá que abandonen la escuela.

Las excepciones a dicha norma deberán ser otorgadas por ambos Director y Superintendente de Escuelas.

El Departamento de Escuelas permite el pago de matrículas para estudiantes no-residentes.

CLUBES Y PROGRAMAS PARA DESPUES DE CLASES

Todos los estudiantes del CRLS son libres a participar como socios en cualquier club. Los anuncios sobre las reuniones de los clubes serán dados a través de los altavoces, en "Did You Know" y en el "Register Forum". Una lista de los clubes será publicada en el Manual del Estudiante (Student Handbook). (Ver a continuación).

Se anima a los estudiantes que se beneficien de las muchas oportunidades ofrecidas por los clubes para conocer a otras personas, aprender destrezas nuevas y disfrutar de una gran variedad de experiencias.

Ahora	Club (Servicio) de Llaves
Decatlón Académico	Club de Leyes
Club de Ski Alpino	Comite de Estudiantes Hispano-Americano
Club Asiático	Revista Literaria
Club de Astronomía	"MassPep"
Unión de Estudiantes Negros	Sociedad Honorífica Nacional
Juventud de Cambridge para la Paz	Club de Fotografía
Club Cultural Chino	Club Portugués
Equipo de Debate	"Register Forum"
Club de Aptitud Física	Club de Remos
Club de Francés	"S.A.D.D."
Club de Alemán	Club de Vela
Club Haitiano	Club de Ciencias
Club Indocultural	"Upward Bound"
Club Italiano	Club de Vocación Industrial de América
Conocimientos ("Awareness") sobre Japón	Club Naturalista ("Wilderness")
Club (Servicio) de "K.B."	Anuario ("Yearbook")

También se estimula a los estudiantes a que prueben sus talentos en todas las producciones teatrales y musicales, y se mantengan informados sobre otros programas para después de clases.

COMPORTAMIENTO DEL ESTUDIANTE

Se espera que los estudiantes sigan las reglas de la escuela durante todos los eventos auspiciados por las escuela, incluyendo prácticas y competencias de atletismo, excursiones, viajes de la clase, conciertos, obras de teatro y otras actividades. Aquellos estudiantes que no se comporten formalmente, se verán disciplinados, incluyendo posible suspensión.

CENTRO TUTORIAL

Uno de los programas especiales de los Voluntarios de las Escuelas de Cambridge, es el Centro Tutorial de la escuela localizado en el salón A220. Se estimula a los estudiantes a que personalmente soliciten un tutor para ayudarles con cualquier asignatura. Los maestros y consejeros también podrán referir a los estudiantes al Centro Tutorial. Aquellos estudiantes que quieran servir como tutores, pueden hacerlo a través del Programa Tutorial de Co-alumnos ("Peer Tutoring Program"). Dichos co-alumnos tutores, pueden acumular créditos a través del Programa de Aprendizaje con Base Comunitaria ("Community based Learning Program"). Cualquier estudiante interesado deberá solicitarlo en el salón A220. Los padres podrán llamar por teléfono al 349-6794, para ponerse en contacto con el Centro.

TRABAJO VOLUNTARIO DURANTE LOS PERIODOS DE ESTUDIO

Se dejará que los estudiantes trabajen ayudando en las oficinas del Administrador del Programa, Asistente al Director y Director. Los estudiantes deberán hablar con el Administrador del programa sobre la posibilidad de apuntarse como voluntarios para Salón de Estudios.

POLITICA SOBRE LAS ARMAS

Cualquier estudiante en posesión de un cuchillo o arma mientras está en la escuela o en cualquier evento escolar: (1) Recibirá 10 días de suspensión; (2) Se levantará una denuncia con el Departamento de Policía de Cambridge; (3) El Asistente al Superintendente para Administración celebrará unas audiencias especiales para tomar en consideración opciones las cuales podrán incluir expulsión o traslado a escuelas alternativas. Todos los estudiantes y padres deberán firmar que han leído y entendido esta política.

CENTRO DE ESCRITURA

¿Necesita ayuda con cualquier estudio escrito, poema, solicitud a alguna universidad, composición, discurso o ...carta de amor?

- El Centro de Escritura del CRLS les ofrece co-alumnos tutores especialmente entrenados quienes le ayudarán con cualquier tarea.
 - El Centro de Escritura es un centro de recursos para la producción del análisis literario del CRLS y otras publicaciones, la organización de lecturas públicas y el estímulo del estudiante para que presente sus trabajos a las diferentes publicaciones locales y nacionales.
 - Los co-alumnos tutores del Centro de Escritura están disponibles y listos para ayudar a cualquier escritor, del principiante al avanzado, a cualquier nivel de composición:
 - creando proyectos
 - escribiendo proyectos iniciales
 - enmiendas
 - editando
 - preparando proyectos finales
 - buscando audiencias
- El Centro de Escritura es para tí! "COMPRUÉBALO!" Salón A308, abierto de lunes a viernes, del 1ro. al 7mo. período. Ponerse en contacto con Ed Hurley, Director del Centro de Escritura.

EMERGENCIA DEBIDO AL MAL TIEMPO Y CIERRE DE LAS ESCUELAS

Las decisiones de cerrar las escuelas debido al mal tiempo u otras emergencias, son hechas por el/la Superintendente de Escuelas antes de las 6:00 A.M. en el día en que la escuela va estar cerrada. Las decisiones se anunciarán en la LINEA DE ENLACE (Link Line) al 349-6513 y en las siguientes estaciones de radio y televisión:

WEEI 590 AM	WXKS 1430 AM
WRKO 680 AM	WKUU 1510 AM
WLVG 740 AM	WBUR 90.9 FM
WHDH 850 AM	WJIB 96.9 FM
WBZ 1030 AM	WBZ TV Canal 4
WMEX 1150 AM	WCVB TV Canal 5
WEZE 1260 AM	WHDH TV Canal 7

Favor de no llamar a los Departamentos de Policía o de Bomberos o a la Oficina Principal de la Escuela.

CONSEJERO ASESOR DE PADRES
("PARENTS' ADVISORY COUNCIL")
• Reuniones mensuales a las 7 P.M.
• Salón R113

Calendario

Telefonos

Edward Sarasin, Director	349-6630
Dr. William Mangan	349-6723
Centro de Servicios para el Estudiante	349-6706
Dra. Diane Tabor	349-6721
Ms. Karen Prentice	349-6751
Mr. John Silva	349-6772
Ms. Ruby Pierce, "Casa" A	349-6637
Dra. Paula Tucker-Hogan, "Leadership"	349-6648
Dr. Ruben Cabral, "Academy"	349-6661
Dr. Ray Shurtleff, "Pilot"	349-6674
Dra. Margaret LeGendre, "Fundamental"	349-6680
Ms. Sandra Blake, R.T.V.P.	349-6751
CONSEJEROS DE ASESORAMIENTO "CASA" A	349-6637
Gordon Artman (salón R343)	349-6640
Doris Smith (salón R245)	349-6646
Vincent Spencer (salón R343)	349-6642
"LEADERSHIP SCHOOL"	349-6648
Eleanor Farinato (salón R245)	349-6657
Sara Framondi (salón R245)	349-6656
"THE ACADEMY"	349-6661
Bill Colom (salón A107)	349-6667
Paul Murphy (salón A107)	349-6755
Flavia Soares-Moura (salón A107)	349-6786
Yvon Lamour (salón A107)	349-6798
"FUNDAMENTAL"	349-6680
Jean Robinson (salón R418)	349-6684
Ralph Sennott (salón R406)	349-6683
RINDGE TECNICO-VOCACIONAL	349-6751
Brian Downes (salón R245)	349-6657
Sally Ralph (salón R132)	349-6658
Tracy Feinstein (salón R132)	349-6656
"PILOT SCHOOL"	349-6674
Helen Jacobson (salón R510)	349-6675
Reyko Shirashi (salón R510)	349-6678
CENTRO DE RECURSOS PARA CARRERAS	
Ginny McCabe (salón R241)	349-6697
Kathy Walcott (salón R241)	349-6697
STUDENT SERVICE CENTER	349-6706
Kase McMahon	349-6706
JEFE DE MATRICULAS PARA ESTUDIANTES NUEVOS	
Rene Meehan	349-6706
CONSEJERO DE REHABILITACION	
Mary Jane Clancy	349-6737

FECHAS IMPORTANTES

- Sept. 6 -- Apertura de Clases
- Sept. 10 -- Nominaciones para Oficiales de la Clase de Tercer Año
- Sept. 10 -- Nominaciones para el Consejo del Mejoramiento de la Escuela
- Sept. 10 -- Nominaciones para el Comité de Escuela del Estudiante
- Sept. 18 -- Día de Salida Temprana
- Sept. 26 -- Discursos de la Clase de Tercer Año (Juniors) en el Auditorium
- Sept. 28 -- Elecciones de la Clase de Tercer Año (Juniors)
- Sept. 28 -- Elecciones para el Comité del Estudiante
- Sept. 28 -- Elecciones para el Consejo del Mejoramiento de la Escuela
- Oct. 3 -- Pruebas de Destrezas Básicas (9no., 10mo. y 11no. grados)
- Oct. 16 -- Día de Salida Temprana
- Oct. 20 -- Exámenes de PSAT - solamente el sábado (8:00 a 11:30 A.M.)
- Oct. 24 -- Feria Universitaria "College"
- Oct. 25 -- Día del Club
- Oct. 30 -- Olimpiada de Matemáticas
- Nov. 6 -- Día de Salida Temprana
- Nov. 7 -- Noche Informativa para Padres del 8vo. Grado
- Nov. 28 -- Noche de PTS (Padres, Maestros y Estudiantes)
- Nov. 29 - Dic. 6 -- Representación Teatral de Invierno
- Dic. 4 -- Día de Salida Temprana
- Dic. 11 -- Noche sobre Ayuda Financiera
- Dic. 11 -- Toma de Medidas para Toga y Birrete
- Dic. 11 -- Toma de Nombres para Diplomas
- Dic. 13 -- Concierto de Invierno
- Dic. 20 -- Celebración "Kwanza"
- Ene. 8 -- Día de Salida Temprana
- Ene. 16, 17, 18 -- Asambleas para Martin Luther King, Jr.
- Ene. 22-25 -- Semana de Exámenes Semestrales
- Ene. 26 -- Pruebas de SAT y ACH
- Ene. 29 - Feb. 5 -- Pruebas de CAT y MEAP

- Feb. 5 -- Día de Salida Temprana
- Feb. 25 -- Examen de Matemáticas para "High School" Americanos
- Mar. 6 - 13 -- Semana de Conocimiento sobre el SIDA
- Mar. 7 -- Feria de Ciencias
- Mar. 12 -- Día de Salida Temprana
- Mar. 14 -- Asamblea sobre Mujeres en la Historia
- Mar. 22 - 25 -- Viaje para el Cuarto Año (Seniors Trip)
- Abr. 4 - 6 -- Obra de Teatro de la Escuela Piloto
- Abr. 9 -- Día de Salida Temprana
- Abr. 9 -- Cena de Reconocimiento de BSU
- Abr. 18 - 20 -- Festival de Drama de Nueva Inglaterra
- Abr. 25 -- Inducción a la Sociedad Honorífica Nacional
- Abr. 30 -- Examen para el Premio de Matemáticas
- May 2 -- Ensayo de Primavera
- May 7 -- Día de Salida Temprana
- May 7 -- Examen para el Premio de Ciencias en Computadoras
- May 17 -- Examen para la Clase de Tercer Año (Junior Prom)
- May 17 - 25 -- Exámenes de Cuarto Año (Seniors)
- May 22 -- Día de Premios (9no., 10mo. y 11no. grados)
- May 23 -- Almuerzo para la entrega de Premios de Cuarto Año
- May 30 -- Ensayo de Graduación
- May 30 -- Distribución de Anuarios
- June 1 -- Baile de Cuarto Año (Senior Prom)
- June 4 -- Salida Temprana
- June 4 -- Ensayo de Graduación (10:00 A.M. en el "Field House")
- June 4 -- Distribución de Boletos para la Graduación
- June 4 -- Graduación (6:00 P.M. en el "Field House" y Teatro
- June 8 -- Recital de Piano
- June 11-15 Exámenes Finales (9no., 10mo. y 11no. grados)
- June 12 - 17 -- Exámenes Finales (9no., 10mo., y 11no. grados)

PERIODOS DE CALIFICACION

Los periodos de calificación para el año escolar 1990-91 son:
PRIMERO - del 6 de septiembre al 9 de noviembre
SEGUNDO - del 12 de noviembre al 25 de enero
TERCERO - del 28 de enero al 5 de abril
CUARTO - del 8 de abril al 19 de junio

INFORMES SOBRE EL PROGRESO DEL ESTUDIANTE

Los informes sobre el progreso del estudiante se enviarán por correo a la casa (aproximadamente) en las fechas siguientes:
12 de octubre, 20 de diciembre y 17 de mayo

LA PRUEBAS DEL "COLLEGE BOARD"

Los exámenes de SAT ("College Boards") se darán en el CRLS en los sábados siguientes. Más información y formularios de solicitud estarán disponibles en el Centro de Recursos para Carreras ("Career Resource Center").

Fechas del Examen Cierre de la Matrícula

3 de noviembre	28 de septiembre
1ro. de diciembre	26 de octubre
26 de enero	21 de diciembre
16 de marzo	8 de febrero
4 de mayo	29 de marzo
1ro. de junio	26 de abril

Los exámenes PSAT (para alumnos de Tercero) serán el sábado 20 de octubre, de 8:30 a 10:30 A.M.

DÍAS DE FIESTA Y VACACIONES DE LA ESCUELA

Día de la Raza - 8 de octubre
Día de los Veteranos - 12 de noviembre
Día de Acción de Gracias - 21 de noviembre (1/2 día)
Receso de "Thanksgiving" 22 y 23 de noviembre
Navidades - 24 de diciembre al 1ro. de enero
Día de Martin Luther King - 21 de enero
Vacaciones de Invierno - 18 al 22 de febrero
Día de San Patricio - 18 de marzo
Viernes Santo - 29 de Marzo
Vacaciones de Primavera - 15 al 19 de Abril
Día en Memoria a los Soldados Fallecidos - 27 de mayo

Cambridge School Committee

Her Honor, Mayor Alice Wolf, Chairman
Frances Cooper, Vice-Chairman
Henrietta Davis
Alfred B. Fantini
James J. Rafferty
Alfred E. Vellucci
Larry Weinstein

Administration

MaryLou McGrath, Superintendent
Edward R. Sarasin, Principal
Karen Prentice, Executive Director, Occupational Education
Dr. William J. Mangan, Acting Assistant Principal
Dr. Diane Tabor, Assistant Principal
Dr. Ruben Cabral, Administrator, Academy
Dr. Margaret LeGendre, Assistant Principal, Fundamental School
Ms. Ruby Pierce, Acting Administrator, House A
Dr. Paula Tucker-Hogan, Administrator, Leadership School
Dr. Ray Shurtleff, Dean, Pilot School
Ms. Sandra Blake, Assistant Administrator, R.T.V.P.
Mr. John Silva, Director of Safety & Security

Cambridge Rindge & Latin School

1991-1992

COURSE CATALOG



The Cambridge Rindge And Latin School: Schools Within a School

Cambridge Rindge and Latin School was formed when the Rindge Technical School merged with Cambridge High and Latin School in 1977. The roots of C.R.L.S. date back to 1643 when the "Faire Grammar Schoole" was established alongside Harvard College "for the training up of young scholars" who by historical account included English and Indian young men. Now, as the one public high school in Cambridge, a city of about 90,000, C.R.L.S. serves approximately 2100 students from over 64 nations of origin. Its diversity of race, culture, academic ability and socioeconomic class is prized by this high school renowned for its achievements in the areas of academics, fine and dramatic arts, and athletics.

Over the years, C.R.L.S. has developed a tradition of establishing programs of choice which (1) create smaller communities within the larger school, and (2) attempt to cater to the individual needs of our students. There are six such programs to which ninth graders can belong.

- The Rindge School of Technical Arts, established in 1888, offers courses which merge the mechanical arts with academic and fine arts.

- The Pilot School, one of the country's first "school-within-a-school" alternatives, was founded in 1969 and maintains its emphasis on a cross-grade curriculum and democratic decision-making.

- The Fundamental School, which began as an off-campus self-contained program in 1976, still emphasizes a traditional curriculum in an atmosphere of discipline and respect.

- House A, instituted in 1977 with the reorganization of C.R.L.S., supports its commitment to academic achievement through a curricular emphasis on the development of study skills.

- The Academy, established in 1989, emphasizes collaborative learning through team-teaching, heterogeneous class groupings, and integrated studies.

- The Leadership School, established in 1990, emphasizes leadership training, just conflict resolution, and community service.

In addition to these six programs of choice, C.R.L.S. also offers programs to students needing particular kinds of support. The Bilingual Program teaches English and a full complement of courses to about 200 students in their native languages: Chinese, French-Haitian, Portuguese, and Spanish. C.R.L.S. also runs two model drop-out prevention programs: Enterprise Co-op, and the Adolescent Parenting Program.

It is a priority at C.R.L.S. to have all students be enrolled in programs they have selected as their first or second choices. It is an equal priority at C.R.L.S. to have the population of each program, to the extent possible, represent the demographics, aspirations, and ability levels of the student body as a whole. Programs of choice may differ in theme, emphasis, and management. However, they provide equal opportunities for students:

- Students in all programs pursue major college preparation subjects, as well as sequential courses in visual and performing arts, technical arts, business, media, and technology.
- Students in all programs participate in a Core Advising Program as ninth graders.
- Students in all programs are dual citizens of both C.R.L.S. and the program in which they are enrolled.
- Students in all programs have access to curricular electives throughout the school, and to special services and resources such as Chapter I, Chapter 766 (the Bureau of Pupil Services), the Career Resource Center, Cambridge School Volunteers, the Writing Center, the Mac Lab, and the Pearl C. Wise Library.
- Students in all programs represent a range of performance levels on standardized tests and other evaluation measures; there are outstanding student achievers in every program, and every program tries to meet the needs of a range of students.
- Students in all programs have equal access to the wide range of extra-curricular activities offered at C.R.L.S.
- Students in all programs have representatives to the school-wide Student Government.

The School-Within-A-School model creates the advantages of a home base, the opportunity for close monitoring of student progress, and a stronger, more personal relationship between families and the school. At the same time, it provides student access to the wide spread resources of a large, comprehensive high school.

Choosing Your Program: A Guidance Counselor's Advice

Dear Students,

As you look through this catalogue take time to read the descriptions of courses in each department - especially in those subject areas you don't know much about or aren't sure you want to learn about. Many times students do not know what's offered in our large well-equipped high school. Not only do they never explore certain subject areas, but they don't take advantage of such vital learning places as the Writing Center, the Mac Lab, and the Rindge technical arts studios.

The most important thing you can do for yourself is to sit down at school with your counselor and at home with your parents to plan out the four years of high school subjects you can take. In a seven period day you have five periods to fill up with major academic subjects such as math, English, social studies, science and foreign language. The other two periods can be used for business courses, art, computer science, home economics, drama, music, technical arts electives, dance or physical education. Make sure to try some of these elective courses to develop your skills and talents while you are at the high school.

Often students ask me, "Will I get credit if I drop this year long course in the middle of the year?" "No," I have to tell them. "You won't, and it may not be possible to find a half year subject to fit in that time slot." So think hard about what you are choosing, the subject and the level that will be most comfortable for you. Your program should be challenging but not overwhelming. Read the course descriptions completely. Ask your counselor about the courses and talk with teachers in those subject areas, if you can. Expect that for every major subject you will get homework and plan for it! Two or three hours of homework a night is average for high school. So, if you are on sports teams, in plays, or working after school - remember you still need to plan time for this homework while you are awake!

If you fall behind in a subject, meet with your teacher. You can also go to the Cambridge School Volunteer Office and sign up for a tutor, so meet with your counselor if you need assistance arranging some extra help. Remember a passing grade is 60. You need to have a passing average at the end of the year to receive credit; you need a much higher average if you aim to do more than just graduate at the end of your four years. Also, a bad grade one quarter can be raised significantly the next quarter if you change your study habits for that course. On your final transcript the only grade that will be listed is your final average for every course and the credit you have received - five credits for a half year and ten credits for a full year course.

If you spend time reading this catalogue and planning your four years in high school, instead of letting them just happen, you will be much happier when you finally graduate. It's important for you to keep in mind that CRLS does not require the same courses to graduate as colleges will want you to have when you apply. Look at the two charts below and compare them. You only need two years of math, for example to graduate, but for a Massachusetts four-year public college you need at least three full-year courses in math and these should minimally include Algebra I, Geometry, and Algebra II. The math section of the SAT's is based upon these three math courses, so unless you finish these by the end of your junior year, you will find the SAT's very difficult.

In English, plan to take some literature courses which will help develop your vocabulary, your analytical skills, and also your ability to do well on the SAT's. In science make sure to include laboratory courses for your two to three year college requirement (biology, chemistry, physics). And yes, you do need two to three years study in one foreign language - not one year in two or three different languages.

There's so much to do and learn during these exciting years. I want you to graduate feeling you have taken advantage of all there is and not regretting wasted time or missed opportunities. Speaking of time, I would urge you to fill your schedule with courses. Plan to be in school all day and not leave early. You will have the rest of your life to work. Unless you have to support yourself or your family, you should not leave school before 2:30. The six hours a day of school are short enough to learn all you can to develop into the educated, wonderful young adults you can be.

I hope you can look upon creating your four-year plan as an adventure, a trip which you will undertake as both map-maker and the captain of your own travel. Make it fun, make it purposefully, and most of all, make it fit your needs.

Helen Jacobson

Acting Teacher-in-Charge, Guidance Department

C.R.L.S. GRADUATION REQUIREMENTS

Obtain a minimum of 200 credits as outlined. Five credits are awarded for successful completion of courses meeting five periods per week for one semester. Ten credits are awarded for successful completion of courses meeting five periods per week for one year.

LANGUAGE ARTS (ENGLISH): (40 credits)

Pass 8 semesters. Students must take 2 semesters of English every year.

MATHEMATICS: (20 credits)

Pass 2 years.

SCIENCE: (20 credits)

Pass 2 years.

SOCIAL STUDIES: (30 credits)

Pass 3 years, including U.S. History.

HEALTH/PHYSICAL EDUCATION: (21 credits)

Earn 16 credits in P.E. (equivalent of 1 per quarter for each of four years), Earn 5 credits in Health.

ELECTIVE COURSES: (69 credits)

Choose from the above areas, and from Art, Drama, Music, Modern Foreign Language, Home Economics and Human Development, Business and Computer Science and Technology, and from courses in the Rindge program.

COLLEGE ADMISSION REQUIREMENTS

Admission requirements vary among colleges. Students should consult with their counselors and read the college catalog for the admission requirements for a specific college or university. Listed below are requirements for admission to Massachusetts four-year public colleges.

(1 unit = 1 year or 2 semester courses = 10 C.R.L.S. credits.)

LANGUAGE ARTS (ENGLISH): (4 units)

Courses emphasizing reading, writing, composition and literature.

MATHEMATICS: (3 units)

Algebra I and II, Geometry, Trigonometry & Mathematical Analysis. A fourth year of math is recommended for students interested in college physics or engineering.

NATURAL AND PHYSICAL SCIENCES: (2 units)

College Preparatory Science (with lab) such as Chemistry, Biology, Physics. (Many private schools and state schools outside of Massachusetts require 3 or more units.)

SOCIAL SCIENCE: (2 units)

Includes one year of U.S. History and Government.

FOREIGN LANGUAGE: (2 units)

Minimum of two years of one foreign language. Three years of more is recommended.

ELECTIVES: (3 units)

Students must choose from specified groups -- English, Mathematics, Computer Science, Natural and Physical Sciences, Social Science, Technical Arts, Foreign Languages, the Visual and Performing Arts and the Humanities -- that expand their educational experience.

ACADEMIC GOOD STANDING:

SOPHOMORE REQUIREMENT: Student must have 50 credits and have passed 9th grade English core and one year of physical education.

JUNIOR REQUIREMENT: Student must have earned 110 credits. He/she must have passed 9th and 10th grade English core, two years of physical education, and one year of social studies. Student should have completed the two years of requirements in math and science by this time.

SENIOR REQUIREMENT: Student must have earned 150 credits. He/she must have passed 9th, 10th, and 11th grade English; plus three years of physical education and two years of social studies. Students who have not passed the three year requirement in social studies and the two year year requirement in math or science must schedule these courses and complete all necessary graduation requirements.

Cambridge Rindge & Latin School: Curriculum in Transition

Cambridge Rindge and Latin is undergoing an exciting time of transition. As the school-within-a-school model takes hold, the curriculum is becoming both more rigorous and more tailor-made to meet the needs of the wide variety of students who pass through C.R.L.S. en route to further education and future careers. A nine-ten interdisciplinary core curriculum is currently evolving in a number of the programs with each implementing it in a way which reflects its own particular philosophy, choice of themes, and ways of working with students. The school is forging exciting new partnerships with and internships within the community. These pilot projects offer the promise of helping students to explore the careers and technical fields they have begun to discover in their classrooms. Through team teaching, block scheduling, cooperative learning, experiential learning, and collaborative curriculum development, teachers are striving to utilize the variety of intelligences and talents which together define the learning styles and aspirations of their individual students. In the school-within-a school model, curriculum and structure can merge to create a multi-cultural learning community: the classroom becomes a forum in which a true exchange of views and information can be achieved as students and teachers come to know and trust one another through the process of learning and growing.

Sequence of Courses

As you plan your program and make specific course choices, consult the various course sequences for grades 9-12 recommended within each department. Students are required to take some courses before they may take others. If you are unsure of which course and sequence to choose, it is better to start out in the more challenging one and to work closely with the teacher and your guidance counselor. There are also many tutoring opportunities available throughout the school.

We use the following course numbering system and terms to indicate course difficulty:

BASIC: (Computer numbers ending 01-19)

Materials are covered with considerable attention given to the development of basic skill acquisition. Students who elect these courses may need to supplement their grasp of new concepts and to review fundamental ones.

INTERMEDIATE: (Computer numbers ending 20-59)

Materials are covered at a challenging pace. Command of basic skills, such as reading, writing, computing, critical thinking, as well as considerable interest in the subject area are required.

ADVANCED: (Computer numbers ending 60-69)

Materials are covered at a rigorous pace. Firm command of basic skills, high interest and motivation, and ability to work independently are required.

MULTI-LEVELLED: (Computer numbers ending 70-99)

Courses are designed for a diverse group of students. Materials and classroom strategies address students' individual development and learning styles, as well as the group as a whole. Those multi-levelled courses in the Academy end with 80-89; Leadership School courses end with 90-99.

Computer Course Numbers

Each course number tells the subject area, the recommended grade level for the course, and the degree of course difficulty.

EXAMPLE
B 9 70

Subject Area/Department	Suggested Grade Level	Course Difficulty
A. Art	1, 9	01-19 Basic
B. Business Education	2, 10	20-59 Intermediate
C. Home Economics	3, 11	60-69 Advanced
D. Dramatic Arts	4, 12	70-99 Multi-Levelled
E. Language Arts (English)	5, 9, 10	
F. Health and Safety	6, 10, 11	
G. Guidance	7, 9, 10, 11	
H. Social Studies	8, 11, 12	
I. Music	9, 10, 11, 12	
J. Pilot	9, 10, 11, 12	
K. Learning Center/Title I		
L. Modern Language		
M. Mathematics		
N. Fundamental		
P. Physical Education		
Q. Bureau of Pupil Services		
R. Reading		
S. Science		
T. Occupational Education		
W. Work Study		
X. Bilingual		
Z. Community Based Learning Program		
O. Teacher Advisor Program		

Explanation

B Course offered by the Business Education Department

9

The suggested Course Level is for 10th, 11th, 12th grades

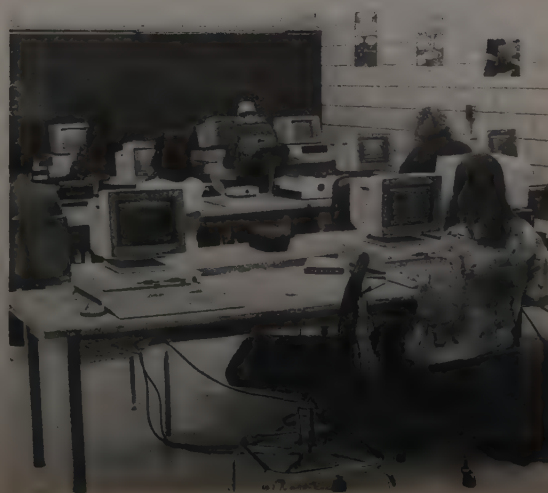
70

Indicates that the course is non-levelled

NB - Fundamental and Pilot have different codes.

SEM		FOUR YEAR COURSE PLANNING WORKSHEET		
		9TH GRADE	10TH GRADE	11TH GRADE
1	LANGUAGE ARTS #	LANGUAGE ARTS #	LANGUAGE ARTS #	LANGUAGE ARTS #
2	LANGUAGE ARTS #	LANGUAGE ARTS #	LANGUAGE ARTS #	LANGUAGE ARTS #
1	SOCIAL STUDIES #	SOCIAL STUDIES #		
2	SOCIAL STUDIES #	SOCIAL STUDIES #		
1	MATHEMATICS #	MATHEMATICS #		
2	MATHEMATICS #	MATHEMATICS #		
1	SCIENCE #	SCIENCE #		
2	SCIENCE #	SCIENCE #		
1	PHYS ED/HEALTH #	PHYS ED/HEALTH #	PHYS ED/HEALTH #	PHYS ED/HEALTH #
2	PHYS ED/HEALTH #	PHYS ED/HEALTH #	PHYS ED/HEALTH #	PHYS ED/HEALTH #
1				
2				
1				
2				

NOTE: For more information about requirements for graduation and for college, see page 2 of this catalog.



ART

In a democratic society art is for everyone to see, to enjoy and to create. The art courses offered have a wide range of skills so that you, as a high school student, will be able to find the course that matches your interest.

Courses become more difficult and skillful each year so that they are described as Beginning, Intermediate or Advanced. If you already have an interest, such as Architecture, Fashion or Ceramics, these courses are open to all students and begin with the basics of the specific art interest you select. Some courses such as Art Majors and Photography continue for three or more years.

All art courses are subject to high enrollment, space, and staff availability problems. Therefore every student should list a FIRST and a SECOND choice to avoid being disappointed. If in September your art elective does not appear on your schedule, please contact your previous high school art teacher or the Art Director's office.

Although art courses are elective, they carry full credit toward graduation and contribute toward your general education as a student.

STAFF

Rita Ritterbush
Director

Anne Carroll
Ralph Collins
Al Ferreira
Robert Geddes
Robin Litwin
Sara Ulman



A070 Beginning Art Major

This is the basic art elective for the fine arts program. Emphasis is on drawing and painting. This course will concentrate on observation from nature, still life, figure and portrait work as well as imaginative drawing, painting and design. This course is designed for students who are interested in art as a vocation or avocation. Future painters, fashion artists and cartoonists would need this basic course.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

A720 Intermediate Art Major

Group work as well as individual study to develop an art strength and a series of skills which will prepare students for advanced art work. It offers the student the art abilities to facilitate a creative and personalized expression. Media are offered through which students can become committed and skilled.

Credits: 10, Periods: 5, Grade Level: 10-11, Length: Year, Intermediate, Prerequisite: A070

A970 Advanced Art Major

Individual study, with emphasis on finished work for a college (major or minor) art admission, knowledge of media, techniques and structure learned in Beginning Art Major will be expanded on and gone into with more depth. Subject matter will include drawing and painting from nature, still life compositions, portraits, figure and abstract design in two and three dimensional media. This is a required course for the serious art student.

Credits: 10, Periods: 5, Grade Level: 10, 11, 12, Length: Year, Advanced

Prerequisite: Beginning Art Major or 1 year Arts & Crafts

A870 Senior Portfolio

For those seniors who need the time and concentration on completing a portfolio. Course includes work presentation and the preparation of a slide portfolio.

Credits: 10, Periods: 5, Grade Level: 12, Length: Year, Advanced,

Prerequisite: Beginning & Advanced Art Major or Equivalent

A073 Introduction To Printmaking

This course will explore numerous printmaking techniques including linoleum block, wood cut, collograph, monoprint and stencil. The students will be encouraged to experiment with their own ideas of transferring their designs to paper. Included will be a study of design in black and white and color. Students can design their own greeting cards or posters.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

A071 Fashion Illustration

Learn to sketch the fashion figure. Study design, style, color and fabrics. Design your own fashions as you would like to see them finished. This course will help beginning sewing students as well as art students with a strong fashion interest.

Credits: 10, Periods: 5, Grade Level: All, Length: Year, Multi-Levelled

A074 Ceramics/Sculpture

This course follows the basic introduction to clay work with wheel and modeling skills. Three dimensional and varied sculptural forms will be introduced. Some figurine and modelmaking pieces with glazed finishes can be completed.

Credits: 10, Periods: 5, Grade Level: All, Length: Year, Multi-Levelled

A072 Exploring Media

Introduction to crafts mediums. Starting with basic design projects such as jewelry-making, weaving, ceramics and decorative arts. This course offers students the opportunity to work with their hands in several art forms.

Credits: 10, Periods: 5, Grade Level: All, Length: Year, Multi-Levelled

A972 Exploring Media Advanced

Continuation of beginning crafts course and a specializing of basic skills. Course includes balsa construction, basic silkscreening, learning to solder through wire sculpture, stained glass, and ceramics. This course may be taken more than once and then becomes more individualized with a greater emphasis placed on specialization and independent study.

Credits: 10, Periods: 5, Grade Levels: 10, 11, 12, Length: Year, Advanced

Art (Technical)

A021 Model Engineering Technology

Course covers the construction of Naval and Aeronautical models, both from individual "stick" designs and kits. The course offers detailed instruction in every aspect of three dimensional construction. Materials used in this course will generally be balsa and bass wood.

Credits: 10, Periods: 5, Grade Level: All, Length: Year

A020 Architectural Drawing

To develop the ability to draw and read technical drawings related to architectural design and to develop an awareness of the skills required in arriving at a design solution.

Credits: 10, Periods: 5, Grade Level: All, Length: Year, Intermediate,

Prerequisite: None

A902 Architectural Drawing Advanced

A continuation of basic architectural drawing. The course permits students to plan and design advanced architectural projects. Architectural model making is an integral part of this course.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Advanced

Prerequisite: Architectural Drawing Beginning

Photography

A922 Introductory Photography

This course is designed to teach the student the basics of black and white photography. Each student will be taught how to operate 35mm cameras, how to develop black and white film and how to print and enlarge black and white photographs. In addition, other basic principles of photography and fundamental darkroom techniques will be taught. No previous experience is required and cameras and film will be provided. Each student will be required to prepare a small photographic exhibit.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-levelled

A932 Intermediate Photography

A working knowledge of how to use a camera, develop film and make a print is assumed. Emphasis is placed on both the student's personal expression through the photographic process, and proficiency in image, quality and technique.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate

Prerequisite: Introductory Photography



A812 Advanced Photography

Your work will be with 35mm 2 1/4 format and variable focal length lenses. You will be expected to produce prints of professional quality. Emphasis will be placed on more advanced techniques of black and white photography and slide work. Course work could be used as a major interest for college.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate and Advanced, Prerequisite: Either Introductory or Intermediate Photography (Offered only during Period 6)

A802 Photography Portfolio

In this course you will put together a collection of your photos to present to college or a professional school. This can be a personal record of your photographic work or can help move you in a professional direction. This course is the highest level of photography and admission will be based upon previous course work.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Prerequisite: Advanced Photography or equivalent (Offered only during Period 6)

A965 Video Productions

This course is in the actual making of videos. Students learn how to use the video camera, do story board planning and role play the position of reporter, director and camera person. Students must be capable of both independent work and teamwork and are held responsible for scripting as well as equipment.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Prerequisite: None

FINE ARTS MAJOR

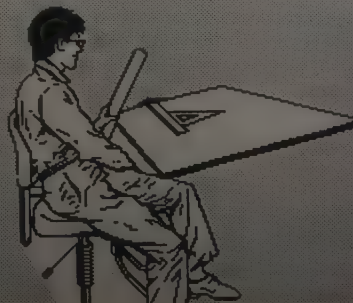
Grade 9-12	Beginning Art Major or
Grade 9-12	Intermediate Art Major or
Grade 11-12	Advanced Art Major
Grade 12	Portfolio
Grade 9-12	Exploring Media I
Grade 9-12	Exploring Media II
Grade 9-12	Ceramics/Sculpture
Grade 9-12	Fashion Illustration

TECHNICAL ART MAJOR

Grade 9-10	Architectural Drawing
Grade 10-11-12	Architectural Drawing Advanced
Grade 11-12	Model Engineering Technology

PHOTOGRAPHY MAJOR

Grade 9-12	Intro Photography
Grade 10-12	Intermediate Photography
Grade 11-12	Advanced Photo or Photo Portfolio
Grade 9-12	Video Productions



BILINGUAL - E.S.L.

Bilingual education and English as a Second Language courses were established to meet the academic, linguistic and social needs of limited English proficient students to achieve smooth integration through better cultural understanding among all students. The program attempts to provide an environment in which students can grow at their own rate in both their native language and in English. Instruction in the student's first language is given for growth and progress in such areas as mathematics, health, science, history and culture, and language arts. At the same time, the student is given instruction in English geared for his/her level of competency. The transitional bilingual program is planned to be a three-year program: this allows the students time to learn English as a second language and American history and culture while continuing progress in the first language and in the academic areas. At the end of the three-year period the students make a transition to a monolingual classroom.

STAFF		
Joseph D. Fernandez <i>Director</i>	Maria Athanassiou Vasco Caetano Jorge Cardoso Arnold Clayton Bernadette Desire Peter Ho Monaks Kanel Mary Mitchell Fred Nigorski	Michele Owaroff Lenore Prueser Isabel Prime Joseph Riley Maria Soares Elsie Vega Julia Almeida Jean Roderick Cherry Kate Hammond
Mary Cazabon <i>Coordinator</i>		
Joseph X. Sullivan <i>Teacher-in-Charge</i>		

The Department offers many specialized courses designed to meet the needs of its students. These include courses in intensive area studies (History and Culture of the Portuguese-Speaking World, History and Culture of Haiti, Chinese Studies), college preparation for seniors (College Preparation: U.S. History/Advanced English), science, business preparation and keyboarding, Introduction to U.S. Law, health and mathematics. Please consult this catalog for course descriptions.

E.S.L.

X010 E.S.L. Intensive X011 E.S.L. Beginning

X012 E.S.L. Intermediate X013 E.S.L. Advanced

These courses are designed to teach English to students of limited English ability. New students should be tested so that they are placed in the correct level.

Credits: 20, Periods: 10, Grade Level: 9,10,11,12, Length: Half Year, Multi-Levelled, Prerequisite: Testing

X032 Language Arts - Social Studies Seminar

This course explores selected themes such as immigration, the New World, and shelter in ways that integrate Language Arts and Social Studies. A variety of instructional technologies are employed in learning about topics.

Credits: 10, Periods: 5 days/week, Grade Level: 9,10,11,12, Length: 1-2-3-4, Multi-leveled, Prerequisite: E.S.L. Intermediate or higher

Health

X042 Health and Safety in E.S.L.

This is a comprehensive course covering the critical areas of nutrition, dental health, drugs, alcohol, tobacco, mental health, elementary psychology, anatomy and physiology, and prevention of communicable diseases.

Credits: 6, Periods: 3, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

Mathematics

X003 Pre Algebra Taught in E.S.L.

X009 Pre Algebra Taught in Créole

This course is for the student who is not quite ready for algebra. It covers basic operations, order of operations, variables and evaluating expressions.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

X020 Algebra in E.S.L.

X049 Algebra in Spanish

X047 Algebra in Kreol

This course includes an introduction to positive and negative numbers and covers linear equations, inequalities, polynomials, factoring, quadratic equations, systems of equation and rational and irrational numbers.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

X050 Geometry in Chinese

To insure a more appropriate learning climate for Chinese-speaking students, this math course will parallel the E.S.L. Geometry curriculum.

Credits: 10, Periods: 5, Grade Level: 9, 10, 11, 12, Length: Year, Multi-Levelled, Prerequisite: Algebra

X022 Geometry in E.S.L.

A basic course with emphasis on the practical applications of Geometry including study of geometric relationships, deductive reasoning, parallelism, congruency and similarity, areas, volumes and deductive proofs. Computational skills and numerical applications are stressed throughout the course in a manipulative manner.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Multi-Levelled, Prerequisite: Algebra I

X901 Algebra II - E.S.L.

This course continues and builds on the concepts learned in Algebra I. Topics such as real numbers, equalities, inequalities, polynomials, graphing, trigonometry, etc. will be covered.

Credits: 10, Periods: 5, Grade Level: 10, 11, 12, Length: Year, Multi-Levelled, Prerequisite: Algebra I, Geometry

Science

X004 Science Principles Créole

X005 Science Principles E.S.L.

X006 Science Principles Spanish

This is a basic science course which emphasizes basic concepts in Biology, Chemistry, Geology, Astronomy and Meteorology.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled,

X023 Biology in E.S.L. (A)

X024 Biology in E.S.L. (B)

Biology is a survey course which provides an awareness and appreciation of various life forms from the cell to more complex plants and animals including a unit on the structures and functions of the human body.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Multi-Levelled Prerequisite: General Science

Social Studies

X031 History of U.S. in E.S.L. Part I

X771 History of U.S. in Portuguese Part I

X772 History of U.S. in Spanish Part I

X773 History of U.S. in Chinese Part I

X774 History of U.S. in French Part I

This is the first year of a two-year course in United States History designed to meet State requirements for graduation. It stresses basic concepts of geography, economics, history and culture as well as current events.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

Bilingual - E.S.L. - Business

**X070 Introduction to U.S. Law (ESL)**

The approach of this course to law-related education is to provide practical information and problem-solving opportunities that develop in students the knowledge and skills necessary for survival in our law saturated society. The curriculum includes case studies, mock trials, role plays, small group exercises, opinion polls and visual analysis activities.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled, Prerequisite: ESL Beg

X085 History and Geography of Asia

History, geography and related social aspects of Asia will focus on the development of Asian culture and its peoples to discover how the impact of the past affects current status of Asian people. Some of the nations studied: China, Japan, India, Korea, Vietnam, Thailand and Philippines.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-levelled

X019 Social Studies I

This is a basic course for newcomers. It introduces students to concepts and skills which help them to understand the local environment. Concepts such as the development of cities, governments, and culture are stressed. Students will learn reading and study skills and how to interpret maps, diagrams, charts and graphs.

Credits: 10, Grade Level: 9,10,11,12, Basic

X029 World History/Geography

Crucial to an understanding of our diverse, modern world is the appreciation of human cultural development. This course examines human pre-history in Central America, North America, China and Europe through the methods and discoveries of archaeologists. Modern cultures, basic geography, and study skills are stressed.

Credits: 10, Grade Level: 9,10,11,12, Basic, Prerequisite: Social Studies I

Basic Curriculum

X801/1D1 Basic Curriculum - E.S.L.

X802/2D1 Basic Curriculum - Social Studies

X803/3D2 Basic Curriculum - Math

X804/4D1 Basic Curriculum - Science

This is an intensive developmental program for limited speakers of English who have experienced academic problems, have had inadequate previous education or require a more structured transition into high school life. Working with teams of teachers and specialists, students concentrate on learning basic concepts and skills in E.S.L., Reading, Social Studies, Math and Science. Those enrolled in the program are automatically scheduled into the career education, physical education and technical arts courses listed (P274/1D1 Bil. Ind. Sports, P273/1D1 Bil. Team Sports, P272/1D1 Bil. Fitness, P271/1D1 Bil. Aquatics; T1A4/5S Autobody, T1C4/5S Culinary Arts, T1H3/5S Electronics, T1G1/5S Medical Elect., T1M4/5S Welding)

Credits: 36, Periods: variable, Grade Level: 9,10,11,12, Length: Year, Basic

X998 Introduction to Basic Literacy Skills Through Keyboarding

This course is offered to all Spanish or Haitian-Creole speaking students who are placed in E.S.L. I or II by their performance on the E.S.L. placement exam. The purpose of the course is to teach the basic mechanics of English writing (e.g. punctuation, capitalization, sentence structure, etc.) which are necessary for success in keyboarding and word processing. Students will be instructed in the manipulation of standard typewriter and computer keyboards. Spanish and Creole will be used, as necessary, to facilitate students' acquisition of the skills required to manipulate the keyboard and to write basic sentences and paragraphs in English.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

College Prep**X468 College Preparation for Bilingual Seniors**

Designed for bilingual seniors who are planning to go to college, this course meets for two periods daily and also during the activity period. It is taught by a team consisting of an English and a history teacher. Students participate in a variety of learning activities, including cooperative groups, lectures, and peer tutoring designed to prepare them for college. Course work focuses on understanding the geography, history, culture and literature which have shaped the United States. There is special emphasis on reading and writing skills and a systematic approach to the college application process.

Credits: 20 (10 credits for U.S. History; 10 credits for Advanced English), Periods: 10, Grade Level: 12, Length: Year, Advanced, Prerequisite: Must be a senior

BILINGUAL - NATIVE LANGUAGES**Portuguese****X012 Portuguese Language & Culture Individualized**

This course is a comprehensive study of Portuguese language and culture designed for students who are native speakers of Portuguese, who have learned to read and write, but need further development in these skills. Emphasis will be placed on the study of grammar, interpretation of texts, and communications skills.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled, Prerequisite: None

X022 History of the Portuguese Speaking World

This course provides an overview of the history of the Portuguese speaking nations, and of the impact of Portuguese culture in the world. Emphasis will be placed on the history and culture of mainland Portugal, Azores and Cape Verde.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled, Prerequisite: Portuguese Language & Culture

X013 Portuguese Literature I

This is a comprehensive study of Portuguese literature from the Middle Ages to the Renaissance. Students will be expected to read and analyze texts, as well as to prepare and write essays.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled, Prerequisite: Portuguese Language & Culture

X065 Portuguese Literature II

The course provides a comprehensive study of Portuguese Literature from the Modern to Contemporary literary periods. Students will be expected to read and analyze texts, as well as to prepare and write essays.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled,
Prerequisite: Portuguese Language & Culture

X025/X035 History and Culture of the Portuguese Speaking World

A two-period course focused on the development of Portuguese civilization and its expansion to the continents of South America, Africa and Asia. In an environment based on cooperative learning, students will work in groups with a teacher team consisting of specialists in literature/culture and history. Important themes to be studied include origins of the Portuguese language, development of the nation-state, the Age of Discovery, the growth of cultural centers in Brazil, Africa and Asia, the upheavals of the 19th and 20th centuries and the independence of the colonies. Course will be taught in Portuguese.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-levelled,
Prerequisite: Good command of the Portuguese language

Chinese**X088 Chinese I**

This is a beginning course in Chinese for students who have a Chinese background, as well as other students who are interested in learning Chinese.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

X089 Chinese II

This course is a continuation of Chinese I with emphasis on more reading and writing.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled,
Prerequisite: Chinese I

X061 Chinese III

This is a course on Chinese language and culture for Chinese students. Basic language and culture skills are treated in the course. It is a beginning course for native speakers.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled,
Prerequisite: Chinese II

X062 Chinese IV

Chinese IV reviews the Chinese language, history, and culture at an intermediate and/or advanced level. This is a course for Chinese students who are of limited English speaking ability.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-levelled,
Prerequisite: Chinese III

X037 Language and Literature of China

This is a course for all students with some related Chinese background. Emphasis will be on the development of the basic skills of reading and writing from elementary to advanced learning.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-levelled

French-Haitian**X019 Haitian Language and Culture**

This is a basic course in Créole for native speakers. It focuses on developing the skills of reading, writing and speaking.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

X020 History of Haiti

This course covers the history of Haiti from the period of pre-Christopher Columbus to independence. The course emphasizes the evolution of economic, social and political structure.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled,
Prerequisite: None

Spanish**X026/X034 History and Culture of Latin America**

This two-period course focuses on the geography, history and cultures of Latin America. Taught by a team of specialists in Spanish language and social studies, it develops the skills required for understanding literature and history and writing coherent paragraphs and reports. Topics include geographical factors; the interaction of indigenous, African, and European cultures; Spanish colonization; independence and the emergence of modern states. Literature related to each topic forms an integral part of the curriculum.

Credits: 20, Periods: 10, Length: Year, Grade Level: 9,10

X009 History of Latin America in Spanish

The focus of the course will be one of analyzing and tracing back the current aspects, feelings, attitudes and values of the Latin American students to their historical origin. The course will be an overview of the heritage of Latin America.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled,
Prerequisite: Basic skills in Spanish

X091 Spanish Literature I

This course is an introduction to Latin American Literature. It stresses reading for comprehension and creative writing.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled,
Prerequisite: Basic skills in Spanish or equivalent

X092 Spanish Literature II

This is a Spanish Literature course dealing with the most important Latin American authors. It covers all the literary genres in depth.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled,
Prerequisite: None



BUREAU OF PUPIL SERVICES

STAFF

Gene Meyer
Teacher-in-Charge

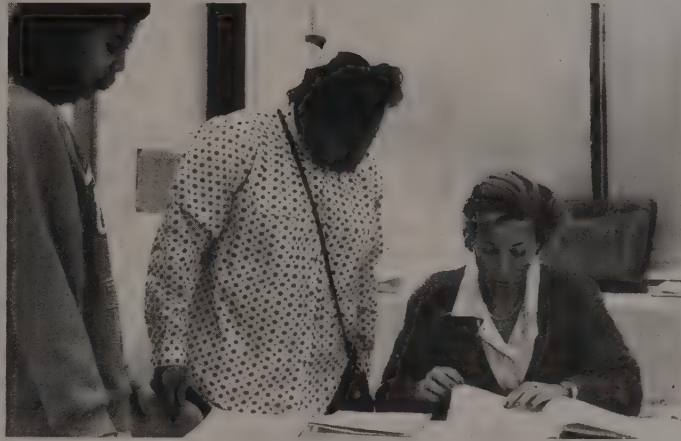
Claire Albert
Claire Burke
Carla Callender
Margaret Chapin
Judy Cherry
Barbara Clemons
John Costello
Elaine Dailey
Celeste Delpidio
Ramona DiNatale
Deborah Downes
Mary Eich
Kay Ellis
Maria Ferri
Phyllis Fortuna
Martha Gurry-Axtman
George Johnson
Katherine Kroen
Elaine Livingston
Mary Mattera
Charlene McLaughlin
Edith Medeiros
Tim Montgomery
Brenda Moses
Tim Montgomery
Priscilla Nelson
Shavaun O'Neill
Mary L. Piret
Lawrence Poirier
Jose Ribeiro
Rona Richmond
Brian Roach
Caetano Serpa
Gerald Shea
Alfred Simmons
Stephen Surette
Barry Tarr

The Bureau of Pupil Services provides support services to students to help them meet the requirements of the general academic program. Under the state's special education law, Chapter 766, students may receive a range of support services for academic, physical, and counseling needs.

To receive services, a student must first be referred by a parent, teacher, counselor, advocate or her/himself. To begin the referral process, a form obtained from any school psychologist must be completed.

Following review of the form, an evaluation is made of the student's learning strengths and weaknesses. Conducted by a professional team, the evaluation takes approximately 30 days to complete. The team then determines whether the student's needs can be met with modifications to the student's existing program or whether special services are needed.

If the student needs special support services, an individualized education plan (IEP) is written with student, parent, and staff input. The IEP specifies the student's learning style, the types of special education services to be provided, and the length of time for each service. The IEP also includes goals and objectives for each service and other information which will help the student receive the best possible educational program.



Support services for students whose education can best take place within the general academic curriculum include:

Q007 Physical Therapy. For students with muscular disabilities or physical mobility problems.

Q008 Speech/Language Therapy. For students who have been diagnosed as having serious language, voice, fluency, articulation, or hearing problems.

Q076 Resource Room. For students whose general level of functioning is affected by delays in learning other than poor attendance. In special circumstances, students receive curriculum instruction for a grade and credit.

Q080 Learning Disabilities. For students with average or above-average ability whose learning problems are sensory and/or visual processing in nature.

Q090 School Adjustment Counselor. For students with emotional and/or behavioral difficulties which affect school performance. The counselor functions as an advocate for the student in school, at home, and with community service agencies.

Five program options exist for students whose education can best take place outside the general academic curriculum for the majority of the school day.

Option 1. For students with learning disabilities who have low-average to average academic ability in English, math, science, and social studies. Students within this option must be capable of returning to the general high school curriculum.

Option 2. For students between the ages of 16-22 who are developmentally delayed. This option focuses on developing and reinforcing skills in daily living and work-related skills.

Option 3. For students of average and above-average ability who can not attend general education classes because of behavioral problems. Academic classes are available in English, math, social studies, science and health. The goal is for students to return to the general academic curriculum.

Option 4. For students with learning disabilities and behavioral problems. Academic classes are available in English, math, social studies, science and health. The goal is for students to return to the general academic curriculum.

Option 5. For students with mild to moderate special needs. Academic classes are available in English, math, social studies, science, health, and career awareness. Some students participate in this option on a part or full time basis for up to six years.

BUSINESS EDUCATION

STAFF

Saul Adamsky
Coordinator

Richard Barbosa
Manuel Concoison
Mary Diggins
Karen Griffith
Christine Hallice
Carol House
Janet Rife
Patricia Rizzo

The Business Education Department offers courses of instruction that provide vocational, personal use and college preparation for all students at Cambridge Rindge and Latin School.

COMPUTER COURSES: We are especially proud of our extensive "hands on" computer courses. Word Processing, Advanced Word Processing, Computerized Accounting and Computer Applications prepare students with the needed skills necessary for success in the business world or in the college classroom. In addition our Research Technology course is available to all incoming freshmen. Students will master a number of software programs that range from dBase III Plus, Lotus 123, Word Perfect to PFS: First Choice. Students spend a minimum of 85% of their class time working on the computer.

BANKING PROGRAM: Our Banking program prepares students to participate in the actual operation of East Cambridge Savings Bank branch located at Cambridge Rindge and Latin School. Juniors who enroll in our Introduction to Banking course are then eligible for selection to be part of the Bank Operations course.

SMALL BUSINESS MANAGEMENT PROGRAM: The Small Business Management program introduces students to the world of entrepreneurship. Students will also be eligible to operate the R and L Trading post and put into practice the principles that were presented in the classroom.

OFFICE EDUCATION PROGRAM: A complete spectrum of office education courses is available to students who want to prepare for an office career. Shorthand, Typing, Accounting and Office Procedures are available to all students.

For whatever reason you select one or more business courses, all members of the staff bid you welcome. If you have any questions be sure to speak to a Business Education teacher or contact Mr. Adamsky in room R237. Have a wonderful year.



B824 Introduction To Banking

The purpose of this course is to give students an understanding of our banking system. Students will explore the various parts of the banking system. This is the course that you should select if you plan to enter the banking field after graduation from high school or from college. This is the required course if you wish to participate in the operation of CRLS's branch bank. So sign up now for INTRODUCTION TO BANKING (B824) in your junior year so that you can run our branch bank in your senior year. Paid bank training will be provided to a select group of enrolled students. Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate

B420 Bank Operations

Students who have taken "Introduction to Banking" in their junior year are eligible to be part of the operational banking team in their senior year. These students will operate the branch bank and will be part of the policy making process. All students selecting BANK OPERATIONS must have the permission of the Business Education Coordinator. Credits: 10, Periods: 5, Grade Level: 12, Length: Year, Prerequisite: B824 and permission of the Coordinator. Business Education

B070 Type I

The purpose of this course is to train the student in keyboard manipulation with the correct use of English in the areas of spelling, syllabification, punctuation and capitalization. Development of skill and accuracy is stressed and all students aim for a minimum speed of 30 words per minute with a maximum of three errors during a three minute timing. The typing of letters, envelopes, reports, invoices, memorandums, and tables are also covered in class. WHO SHOULD SIGN UP FOR THIS COURSE? Students who want to be a lawyer, accountant, doctor, business person, computer specialist, teacher, or to pursue any other career that they are interested in. This course is essential for all students at Cambridge R&L. It is suggested that students select this course as early as possible. Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

B920 Type II

The purpose of this course is to develop the skill of producing longer and more complicated copy with a minimum of supervision at a rate acceptable in the business office. Developing speed and accuracy is one of the major goals of this course. Simulations will be provided so that the student will become aware of the various typing positions and duties that are expected of a typist. WHO SHOULD SIGN UP FOR THIS COURSE? All students who want to increase their speed and accuracy for either personal or vocational purposes. All students aim for a minimum speed of 45 words per minute during a three minute timing with no more than three errors. Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: Passing grade in Type I (B070 or B072)

B072 ESL Keyboarding

The purpose of this course is to train bilingual students in computer keyboard manipulation in the area of spelling, syllabification, punctuation, and capitalization. Development of skill and accuracy is stressed throughout the course and students will be required to attain a minimum speed of 30 words per minute with a maximum of three errors during a three minute timing. Training materials utilizing English and the student's native language will be utilized throughout the course. Students will be trained in the operating system of the computer and will be introduced to the computer word processing concepts. Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

B922 Office Procedures

The purpose of this course is to give the student hands on preparation for secretarial and clerical work experience. The course content stress skill development in the areas of advanced typing techniques, transcription skills, and the proper operation of a number of business machines. The course is taught on an individualized basis. Word processing techniques will also be introduced. The student will train on IBM electronic typewriters, Apple computers, an IBM computer, dictating equipment, and electronic calculators. This course is essential for all students interested in acquiring an office position upon graduation from high school. This is the basic course necessary for future training in the area of word processing.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: Passing grade in B070 or B072

B823 Word Processing

Students will learn the command of a computerized word processing program. The student will learn to appreciate the capabilities of word processing, a superior method of typing, in which the "written word" appears on a screen, not on a piece of paper. Students will learn how to make as many changes as they wish without retyping parts left unchanged. If you are considering a career in the business world this course should be a priority when you make your course selections. WHO SHOULD SIGN UP FOR THIS COURSE? Students who plan to enter the work force upon graduating or continuing their education at the college level. Since we have a limited number of computers, make your selection immediately. B860 (Advanced Word processing) is the companion course to fill out the year. Be sure to sign up for both to fully develop your word processing skills.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate, Prerequisite: Passing grade in Type I (B070)

B860 Advanced Word Processing

Students will learn the advanced word processing functions of Multimate, a professional word processing software package that is currently used extensively in the business community. In addition students will participate in an office situation where actual word processing assignments will be completed under business like conditions. WHO SHOULD SIGN UP FOR THIS COURSE? All students who plan to pursue a career in any of a number of related office careers where computers and word processing skills are necessary. All students who want to acquire these essential skills to assist them with their high school papers, reports and projects. In addition, all students planning to continue their education after graduation can master these essential skills to help them prepare those long and difficult college research paper.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced, Prerequisite: Passing grade in Introduction to Word Processing (B823)

B924 ESL Advanced Keyboarding and Word Processing

The purpose of this course is to develop the student's skill in preparing longer and more complicated documents at a rate acceptable in a business office. A professional word processing software application program will be utilized to achieve these goals. Developing skill and accuracy is one of the major goals of this course. Various career options will be explored with members of the business community and the Career Resource Center at Cambridge Rindge & Latin School. A minimum speed of 45 words per minute during a three minute timing allowing only three errors is one of the minimum goals of the course.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate, Prerequisite: Passing grade in B072.

Career Paths

	SECRETARIAL CAREER PATH	ACCOUNTING/MGT CAREER PATH	CLERICAL CAREER PATH
	Shorthand	Business Law/ Income Taxes	Bank Operations
GRADE 12	Computerized Accounting	Bank Operations	Accounting I
GRADE 11	Accounting I	Introduction to Banking	Typing II
	Word Processing/ Advanced Word Processing	Computerized Accounting	Introduction to Banking
GRADE 10	Office Procedures	Accounting I	Office Procedures
	Computer Applications	Computer Applications	Computer Applications
GRADE 9	Research Technology	Research Technology	Research Technology

B975 Income Taxes

The purpose of this course is to have the student acquire the necessary skills to prepare a Federal Income Tax return for the current calendar year. The student will calculate income earned from salaries, interest, dividends, rental property, capital gains and self-employment so that a gross income is determined. The student will then determine the number of exemptions allowed and calculate the itemized deductions that the taxpayer is entitled to for the year. Finally, the student will determine the taxable income, the amount of tax, and if the taxpayer is entitled to a refund or owes an additional amount to the government. This is one of the most practical courses a student could select. The amount of money that you save in preparing your own tax return as well as those of friends could amount to many dollars. The semester course Business Law (B976) is a natural companion course to fill out the year.

Credits: 5, Periods: 5, Grade Level: 10,11,12, Length: Semester, Multi-Levelled

B976 Business Law

The purpose of this course is to acquaint students with the fundamental principles of Business Law. The student will examine the area of contracts, sales, bailments, wills, leases, assignments, and other legal documents that they would encounter in their personal as well as business life. Various approaches to the study of Business Law will be utilized including actual cases that have already been tried before a court of law. The semester course Income Tax (B975) is a natural companion course to fill out the year.

Credits: 5, Periods: 5, Grade Level: 10,11,12, Length: Semester, Multi-Levelled, Prerequisite: None

B977 Alpha Hand

The purpose of this semester course is to train students in the use of an alphabetic shorthand system. "Alpha Hand" allows students to take notes as fast as the teacher can talk. This is an essential skill for all seniors planning to enter college in the fall. Sophomores and Juniors can use this important skill while still at C.R.L.S. Sign up early. Enrollment is limited.

Credits: 5, Periods: 5, Grade Level: 10,11,12, Length: Semester, Multi-Levelled, Prerequisite: None

B925 Shorthand I

The purpose of this course is to have the student acquire skill in the GREGG SHORTHAND SYSTEM. The student will develop skills in writing and reading shorthand fluently. For those students interested in a secretarial office career, the study of Gregg Shorthand System is an essential tool for success. Skill development must meet the requirements established by the business community. Homework is essential to meet these standards and is assigned each night. Many colleges and business schools will give credit if this subject is taken successfully on the high school level and will allow the student to enroll in an advanced shorthand course. All students are expected to attain a minimum speed of 50 words per minute by the end of the year.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: Must be taken with any of the following courses: B070, B072, B920, B821

B170 Research Technology (New course in 91-92)

B180 The Academy, 190 Leadership School

The purpose of this course is to develop the computer keyboarding, word processing and database skills that students will apply in their other academic courses. Students will master the commands of PFS: First Choice, an integrated computer application program. All students will be expected to keyboard at a speed of 25 words per minute and utilize their word processing and database skills in the preparation of reports for all their other academic classes. This essential course should be selected in the ninth grade.

Credits: 10, Periods: 5, Grade Level: 9,10, Year, Multi-leveled, Prerequisite: None - Not available to students who have or are now taking B070, B920, B823, B860

B979 Store Operations

The students who are selected for this course will operate the R and L Trading Post. Each student will be assigned to one of the company's departments (Accounting, Advertising/Marketing, Operations, Purchasing, and Sales). During the year students will rotate throughout all of the departments. Students will make all of the business decisions for the R and L Trading Post. This is an excellent opportunity for hands-on experience in the operation of an actual business.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Multi-leveled, Prerequisite: All students selecting Store Operations must have the permission of the Business Education Coordinator.

B973 Computer Applications

The purpose of this year long course is to acquire the skills needed to make use of a spreadsheet and a relational database program. This is a hands-on computer course where students will spend at least 95% of their time on the computer. Students will be expected to prepare a variety of projects after they master the various computer application commands. WHO SHOULD SIGN UP FOR COMPUTER APPLICATIONS? Computer application skills are in great demand and employers are looking to hire people who have these important skills. Each year a growing number of colleges are requiring incoming freshmen to have a computer and be able to utilize spreadsheet and database software application programs.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Multi-Levelled, Prerequisite: Passing grade in B070, B160, B170, B180 or B072.

B864 College Accounting

For students who are thinking about a college education in the field of accounting or other related business field this course will be an invaluable background for their future education. The course content to be covered includes journal entries, theory of debit and credit, financial statement and accounting systems, theory of payroll accounting and financial analysis. The students will have the opportunity to utilize an IBM computer to examine the area of computerized accounting. A college textbook will be utilized by all students. Students do not need an accounting background to be successful in this course.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Advanced, Prerequisite: Not available to students taking B926 or passed B963

B926 Accounting I

The purpose of this course is to develop an understanding of double entry accounting. Various journals and ledgers will be discussed and utilized by the students. Financial statements will be prepared in class so that the students understand the varied financial situations that all businesses encounter. The student will journalize and post a number of different transactions to a ledger and then prepare worksheets from which a variety of financial statements will be constructed. Accounting simulations will be utilized so that the students will be able to function as an accounting clerk in a retail business.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: Not available to students who select B864 or B963

B963 Computerized Accounting

In this course students will continue their accounting studies. Departmental partnership and corporate accounting will be covered. Students will cover adjusting entries, financial reports, budgeting, payroll and payroll taxes for these business organizations. Students will then use this knowledge in the preparation of an automated accounting program utilized in the business world. This "hands on" computer work will be done on IBM computers.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Advanced, Prerequisite: Passing grade in B926

B978 Small Business Management

Have you ever wondered how people start their own business? What are the skills and the business know-how that are needed to succeed? Small Business Management should be selected to answer the above questions plus many others as you cover such topics as the form of the business, marketing, location, pricing, financing, etc.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Multi-Levelled, Prerequisite: None

CHAPTER I

The Chapter 1 Supplementary Learning Center is a year long course designed to improve the basic skills of reading and mathematics. Extra instruction in reading or mathematics is provided to students to improve their skills.

Students usually attend the Chapter 1 reading or Chapter 1 mathematics course during assigned study hall times for a minimum of three periods per week but may attend five periods per week. In some sections, Chapter 1 is an in-class support during specific English courses. To qualify for the Chapter 1 reading a student must demonstrate a need for supplementary instruction and be enrolled in a Cambridge School Department English course. To qualify for the Chapter 1 mathematics course, a student must demonstrate a need for supplementary instruction and be enrolled in a Cambridge School Department mathematics course or have previously met the CRLS mathematics requirement. The Director of Chapter 1 will make the final determination of eligibility following proposal guidelines.

The Chapter 1 courses are graded on a pass or fail basis. The amount of credit for Chapter 1 reading or Chapter 1 mathematics is variable. When students attend Chapter 1 classes instead of assigned study hall, they will be awarded one high school credit for every 15 days of work completed in the Chapter 1 reading or Chapter 1 mathematics course to a limit of 10 credits. Students who attend Chapter 1 as an in-class support will receive credit from content class only.

STAFF
Dr. Diane E. Bushner <i>Director</i>
Jean Young Thomas Karon Dr. Leslie Oliver <i>Chapter 1 Reading Teachers</i>
Mary Girouard Diane Golden Ramona Paige <i>Chapter 1 Math Teachers</i>
Leona Weems <i>Chapter 1 Instructional Aides</i>

K001 Chapter 1 Supplementary Learning Center, Reading
The Chapter 1 Supplementary Learning Center Reading Course is an individualized program for the improvement of reading, study skills, and related language arts. The program is supplemental, diagnoses individual student needs and prescribes a sequence of learning activities which will enable the student to improve his/her reading skills.
Credits: Variable, Periods: Variable 3 to 5, Grade Level: 9,10,11,12, Length: Year, Basic, Prerequisite: Students must be enrolled in a Cambridge School Department English course and have demonstrated a need for supplementary instruction. Students are urged to see the Chapter 1 reading teachers for further information about the course and eligibility.

K002 Chapter 1 Supplementary Learning Center, Math
The Chapter 1 Supplementary Learning Center Math Course is an individualized program for the improvement of math skills. The program is supplemental, diagnoses individual student needs and prescribes a sequence of learning activities which will enable the student to improve his/her math skills.
Credits: Variable, Periods: Variable 3 to 5, Grade Level: 9,10,11,12, Length: Year, Basic, Prerequisite: Students must be enrolled in a Cambridge School Department mathematics course or have previously met the high school requirement in mathematics and have demonstrated a need for supplementary instruction. Students are urged to see the Chapter 1 math teachers for further information about the course and eligibility.



COMMUNITY BASED LEARNING PROGRAM

STAFF

Bob Richards
Linore Sizemore

Z500 C.B.L.P. (Community Based Learning Program)

This program provides students with the opportunity to select a community based internship experience, participate in classes held in the community, or to enroll in an academic college level course.

Students who select internships may gain first-hand experience in their chosen field, investigate different types of careers, or use the community to enhance their academic skills. Students may also apply to take a college level course at a local college or university.

If you sign up for Z500 CBLP internships, your placements will be set up at the end of your school day, two or three afternoons a week. The exact times will be developed according to the student's schedule and the placement's need.

CBLP advisors will meet with you at the high school to help you select your particular program. The CBLP office is located in Room R242 in the Rindge Building. Their phone is 349-6793.

Following is a list of career interest areas in which CBLP has been able to place students. Below each area is a list of specific placements that have been used sometime in the recent past. This is by no means a complete accounting of opportunities through the program. Upon special application, some of the courses may carry curriculum credit toward graduation requirements. Staff members are willing to pursue any legitimate area that a student suggests.

Credits: Variable, Periods: Variable, Grade Level: 9,10,11,12, Length: Semester, Prerequisite: None, Multi-Levelled



Recent C.B.L.P. Placements

Animal Care Animal Rescue League of Boston Museum of Science - Live Animal Center	Computers Astrophysical Laboratories Computer Place	Health Care Cambridge City Hospital Mt. Auburn Hospital Youville Hospital	Physical Education Off-campus
Architecture Cambridge 7 Associates Architects Collaborative	Cosmetology Mansfield Beauty Academy	Journalism Christian Science Monitor Cambridge Chronicle El Mundo Newspaper	Radio Broadcasting WMBR
Art Related Careers Cambridge Arts Council Community Arts Center	Day Care YWCA	Museums Children's Museum Museum of Afro-American History Museum of Science New England Aquarium	Social Work/Psychology Cambridge Recreation Department Cambridge/Somerville Home Care Clinical Research Center
College Courses Bunker Hill Community College Harvard Extension Harvard Summer School Mass. College of Art Northeastern University Roxbury Community College U. Massachusetts - Boston	Education Cambridge Elementary Schools	Photography/Film Photography Project Community Arts Center Somerville Media Action Project	Travel Garber Travel
	Engineering/Electronics MassPep		Youth For Understanding Los Amigos las Americas Overseas Student Exchange Program
	Government Cambridge City Hall Office of Children State House Student Service Center, Mass. Dept. of Education		

DRAMATIC ARTS

The Department of Dramatic Arts offers a carefully sequenced program of studies for students interested in Theatre, Dance, Public Communication, Technical Production and Design. The sequence includes four levels of Acting, four levels of Dance, and two levels of Technical Theatre training.

Several of the department's courses offer English and Physical Education credit. **PLAYWRITING** and **PUBLIC COMMUNICATION** are one-semester electives which offer English credit to juniors and seniors. All **DANCE** courses offer Physical Education credit.

The Department of Dramatic Arts presents several major productions each year and participates in the Massachusetts High School Drama Festival. In addition, advanced dance students present an annual concert of original choreography. Professional actors, dancers and performing companies are invited to the classes on a regular basis to work with and perform for students.

Whether you enjoy reading or attending plays, acting, dancing, public speaking, writing, designing, building sets or running lights and sound, the Drama Department has a course to spark your interest and develop your skills.

You were born with the talent; now learn the craft.



Theatre

D022 Public Communication: the Gift of Gab

A practical course in communication designed for students who are uncomfortable with speaking in public but who recognize that everyone needs to do so sooner or later - in college or job interviews, as part of daily work, as a requirement for successful relationship building. The student will learn how to organize, develop and write a speech, how to use language convincingly, how to present oneself in a poised, confident manner, and how to speak effectively without benefit of prior preparation. Attention will be paid to developing the student's confidence and the strength and clarity of the student's voice. Specific areas of study will include public speaking, persuasion, argumentation, radio and TV broadcasting, oral interpretation, conversation and interview techniques. **JUNIORS AND SENIORS MAY TAKE THIS COURSE AS AN ENGLISH ELECTIVE.**

Credits: 5, Periods: 5, Grade Level: 9,10,11,12, Length: Semester, Intermediate, Prerequisite: None

D025 Elements of Theatre

A required course for all students who wish to study theatre at C.R.L.S. Elements of Theatre presents an overview of theatre arts while providing basic training in voice, speech and stage movement. The student will develop skills for building a sound acting method based on relaxation, concentration, imagination and sensory awareness. Fundamentals of non-verbal communication and improvisational acting techniques will be included. Students will become acquainted with the variety and structure of drama, approaches to interpreting plays and the history of theatre. **THIS COURSE IS A PREREQUISITE TO ALL OTHER ACTING COURSES.** Students will be expected to work on one Drama Department production during the year in either an acting or technical capacity.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: None

STAFF

Judith Contrucci
Coordinator

Gerry Specia, Theatre
Barbara Ehrlich, Dance
Steven Hall, Technical Theatre

D940 Acting and Stage Techniques

The second-level acting course for students who wish to refine and further develop their acting skills. In addition to more specific acting exercises and vocal training, the student will learn how to prepare a role and how to build a character through monologue work and scene study. We will also examine 12-14 plays in order to better understand the context in which acting occurs. Students must have a high level of motivation and should be able to work independently on class projects. A review of the elements of stagecraft and stage management will also be included in the course. Students will be expected to work on one Drama Department production during the year in either an acting or technical capacity. **STUDENTS REGISTERING FOR THIS COURSE MUST HAVE SUCCESSFULLY COMPLETED D025.**

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: D025

D950 Playwriting

A one-semester course for students interested in writing and producing original plays. We will develop scripts from topics suggested by the students and from other sources such as current or historical events, creative writing assignments, improvisation and newspaper stories. We will learn the techniques of playwriting (dramatic structure, characterization, creation of effective dialogue, revision, etc.) as well as the basics of theatrical production. Improvisation will be used as a tool for exploring the principles presented in class; acting experience is NOT required. Each student will complete a one-act play by the end of the semester and, if time and circumstance permit, will present a production of student works in the Studio Theatre. **JUNIORS AND SENIORS MAY TAKE THIS COURSE AS AN ENGLISH ELECTIVE.**

Credits: 5, Periods: 5, Grade Level: 10,11,12, Length: Semester, Intermediate, Prerequisite: None

D865 Advanced Theatre I

D867 Advanced Theatre II

Third- and fourth-level courses for students who have successfully completed D940. Each course offers an advanced approach to the study of theatre arts and acting. Students must have a high level of motivation, discipline and performance skills. Course content will enable students to complete four distinct levels of study in theatre arts. Students will explore techniques designed to develop all aspects of their craft: action, language, conscious and unconscious role-playing, emotion and aesthetics. Emphasis will be placed on the creation of character and on the making of plays (production, direction, costuming and make up). Course work will include lectures, workshops, play reading, monologue preparation and scene studies, and will culminate in a mini-festival of student works.

D865 Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Advanced, Prerequisite: D940

D867 Credits: 10, Periods: 5, Grade Level: 12, Length: Year, Advanced, Prerequisite: D865

Theatre Production

D020 Theatre Production I: Intro to Technical Theatre

An introductory stagecraft course which teaches students the skills and knowledge related to the technical aspects of play production. Emphasis will be on stage mechanics (construction, rigging, shifting, and painting techniques), and will include instruction in the use and care of related tools and equipment. Additional material to be covered includes principles of stage lighting, sound and stage management. Students will be expected to work on one drama department production during the year in a technical position.

LIMITED TO 15.

Credits: 6, Periods: 3, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: None

D960 Theatre Production II: Intro to Theatrical Design

An advanced-level course for students who wish to further develop and expand their skills in technical theatre. Emphasis in this course is on design and will cover principles of scenic, lighting and sound design, visual perception and composition, and play analysis. Students can expect projects in drawing, painting, drafting, model-making and rendering. Previous drawing experience would be helpful but is not required. Students will be expected to work on one drama department production during the year in a major design position. LIMITED TO 15.

Credits: 6, Periods: 3, Grade Level: 10,11,12, Length: Year, Advanced, Prerequisite: D020



D920 Dance II

Designed for students who have had previous dance experience and who wish to further develop their movement skills. Emphasis continues to be on dance as a performing art. Students will spend time choreographing original dance compositions as well as learning a variety of modern ballet and jazz techniques. Students will be required to wear proper clothing and footwear. THIS COURSE MAY BE TAKEN FOR PHYSICAL EDUCATION CREDIT. LIMITED TO 20.

Credits: 6, Periods: 3, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: D088 or permission of the instructor

D860 Dance Performance

An advanced-level performance class which requires a thorough knowledge of dance vocabulary and a high level of expertise. Intensive work on ballet, modern and jazz techniques will be stressed as will longer and more involved creative projects. Emphasis will be on quality of work. Students in this class will be expected to perform their work for public audiences. All students must have a high level of motivation, discipline and performance skills and must also be able to work independently on group projects. Prospective students should consult with the dance teacher before enrolling in this course. Students will be required to wear proper clothing and footwear. THIS COURSE MAY BE TAKEN FOR PHYSICAL EDUCATION CREDIT. LIMITED TO 20.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Advanced, Prerequisite: D920 or permission of the instructor

Dance

D088 Dance I

A movement class designed to offer students basic dance training and to develop flexibility, alignment, strength, balance and coordination. Emphasis is on dance as a performing art. Students will learn a variety of modern, ballet and jazz combinations as well as useful warm-up and cool-down exercises. Films will be shown on a regular basis to present an overview of dance history. Students will be required to wear proper clothing and footwear. THIS COURSE MAY BE TAKEN FOR PHYSICAL EDUCATION CREDIT AND CAN BE MATCHED WITH "INTERDISCIPLINARY HUMAN DEVELOPMENT," TAUGHT BY THE HOME ECONOMICS DEPARTMENT, FOR HEALTH CREDIT. LIMITED TO 20.

Credits: 4, Periods: 2, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled, Prerequisite: None

D868 Advanced Dance

An advanced-level course for those students who have successfully completed Dance Performance or its equivalent. Students will create their own dance performance pieces and continue their technical training. Students in this class will be expected to perform their work for public audiences. All students must have a high level of motivation, discipline and performance skills and must also be able to work independently on group projects. Prospective students should consult with the dance teacher before enrolling in this course. THIS COURSE MAY BE TAKEN FOR PHYSICAL EDUCATION CREDIT. LIMITED TO 20.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Advanced, Prerequisite: D860 or permission of the instructor

Related Careers

I Performance, Creation:

A. Dance

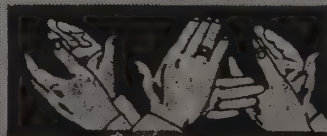
1. Choreographers
2. Dancers
3. Dance Notators
4. Designers (Lights, Set, Costumes, Sound)

B. Media (Television, Film, Radio)

1. Actors
2. Announcers
3. Directors
4. Producers
5. Dancers
6. Designers (Lights, Set, Costumes, Sound)
7. Writers

C. Theatre and Entertainment

1. Actors
2. Entertainers
3. Directors
4. Producers
5. Writers
6. Designers (Light, Set, Costumes, Sound)
7. Dancers



II Production & Application:

Dance, Theatre, Media

1. Production Management
2. Camera, Lights, Sound, etc.
3. Performance Recording
4. Stage set, Properties
5. Costumes, Hairstyles, Make-up
6. Stage Management

III Business

Dance, Theatre, Media

1. Performance Management
2. Arts Business Management
3. Theatre Management
4. Agent
5. Sales Promotion, Publicity
6. Professional Associations & Organizations
7. Publishing
8. Recording Industry
9. Legal & Financial Services

IV Education

Dance, Theatre, Media

1. Teaching
2. Community Arts Services
3. Therapy
4. Critics, Researchers, Historians
5. Government Services

HOME ECONOMICS

The Home Economics Department of CRLS presently offers a variety of courses designed to meet your needs in the changing times of today's society. For example:

* Do you wish to learn how to plan and prepare creative, delicious meals that help your body stay trim and healthy, and can be prepared as economically as possible? Perhaps you should consider one of the three different FOOD courses available to you.

* Maybe your life theme at present focuses on creative, well-designed clothing and accessories. If so, you might consider enrolling in our CLOTHING and TEXTILES course.

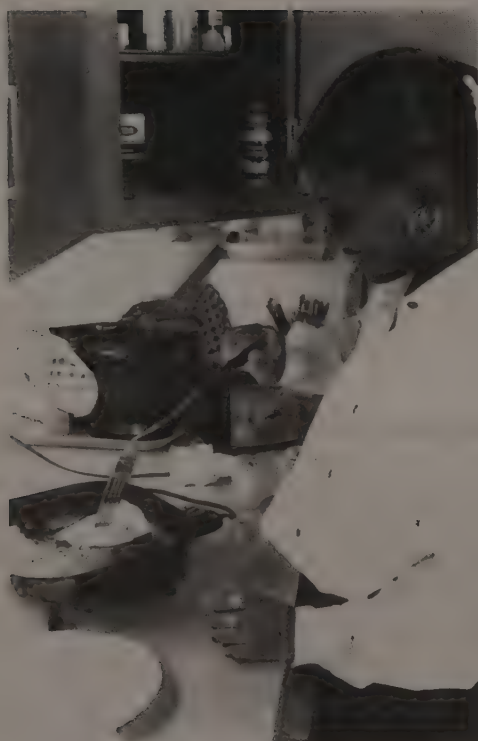
* Are you interested in learning about children? A course in CHILD DEVELOPMENT will help you understand the development and management of children from conception through the pre-school years.

* Do you enjoy working and playing with young children? If so, why not consider working out in the community Day Care Centers and gain 20 credits through our EARLY CHILDHOOD EDUCATION program.

* Would you like to learn more about why people act as they do? HUMAN DEVELOPMENT explores many personal and societal issues to help you seek answers.

* Are you a teenage parent and need help and support in completing high school? We have a special program designed to meet your needs. Please contact our office to be enrolled in the ADOLESCENT PARENTING program.

Remember, no matter which course you elect to take in Home Economics, basic concepts in consumerism, human relations and survival skills will be learned as an integral part of all courses. We are really looking forward to meeting you. Why not drop in sometime for a visit? Our office is located in Room R254.



Foods

C072 Food For Fun

Food For Fun is a basic introductory foods lab course. In addition to providing basic skills in menu planning, food preparation, serving, and kitchen clean-up, this course offers opportunities for students to experience new foods and explore creative approaches to meals. Important concepts and issues in nutrition and consumerism are covered. Attendance and class participation are mandatory.

Credits: 4, Periods: 2, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled, Prerequisite: None

C920 All About Food 1 & 2

This course is designed for the boy or girl who wants to learn all about food. Learn how to stay trim yet healthy. Gain skill in managing your money wisely. Learn how to prepare delicious, creative meals. Students will gain an awareness of foods as they relate to Science, Math and Art concepts. Students on occasion will be exposed to careers in the field of foods. Grades will be based on laboratory participation, test and creative assignment to be completed outside of class. Second year students will learn advanced cooking and gourmet techniques. Emphasis will be placed on meal preparation as applied to diverse ethnic, cultural and economic life styles.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: Successful completion of previous level.



C060 Special Needs Food

This course introduces the student to various aspects of foods and nutrition. Emphasis is placed upon hands on experience in the foods lab. Students gain knowledge of food preparation techniques, consumer education, safety and sanitation standards.

Clothing

C071 Clothing and Design I, II, III, IV

The course focuses on clothing construction, emphasizing design and fabrics. For up to 4 years, students can learn construction techniques of increasing difficulty, including tailoring and can also learn to design fashions with or without a pattern. Each student MUST provide his or her own fabric, patterns, notions, pins, hand needle and bobbin. Completion of at least one garment per term is required. Extra craft projects could include quilting, stitchery, crocheting, knitting, etc.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled, Prerequisite: Successful completion of previous level for Clothing II, III, and IV

STAFF

Sherry C. Trella
Coordinator

Letitia Allen
Betsy Bard
Denise Belloste
Dalia Cartagena
Joseph Colaninno
Kim DeAndrade
Joanne Dotin
Rhina Framondi
Jeanne Funk-Gedies
Doris Gilberti
Sioux Hall
Rita Kappers-Alesi
Carol Nolan-Kelley
Cammie Stewart
Suzanne Way

Human Development

C170 Health/Human Development (C180, C190, F170)

An interdisciplinary approach to health/human development is available to all ninth graders. This program is offered through a collaborative effort of the Health Education and Home Economics Departments for required health credit. Like all courses under the auspices of Health Education, the course stresses the development of self-esteem and provides students an opportunity to discuss their feelings, attitudes and values about health related topics. Life skills such as communication, decision-making, resisting peer and media pressure, coping with feelings, using resources and getting along in families are taught. These courses seek to increase students' knowledge of sexuality, drugs, alcohol, nutrition, personal health, violence and disease prevention.

Credits: Variable, Periods: Variable, Grade Level: 9, Length: One or two semesters; Introductory, Prerequisite: None

C861 Early Childhood Education & Aide

Are you interested in working with young children? If so, Early Childhood Education might be just the course for you! The program offers interested students the opportunity to study the physical, emotional, social and mental development of young children and to actually work with children three times a week as a "teacher aide" at a local child care center. Regular attendance, a strong sense of responsibility, and a definite interest in working with children are important requirements. Successful completion of the course will provide entry level skills as a child care worker.

Credits: 20, Periods: 10 (Double), Grade Level: 10,11,12, Length: Year, Intermediate/Advanced, Prerequisite: None

C923 Child Development

Understanding appropriate behavior in children is one goal of the Child Development class. The course will cover growth and development from conception through the pre-school years with an emphasis on parenting skills. Time will be allotted for discussing special issues related to child development such as adoption, child abuse and neglect, divorce of parents, emotional disturbance, raising a child in a one-parent family and teenage parenting. Fun activities that can be done with children will be explored.

Written assignments, projects and active participation are used in the grading process.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: None

C924 & C925 Human Development

Students study the psychology, sociology and physiology of human development to gain understanding of their own and other's views on many personal and societal issues. Emphasis is placed on class participation through discussion, problem solving, films, and written work. The first semester (C924) centers on understanding and accepting one's self and others through such issues as self-esteem, dealing with emotions, communication, stereotyping, sexuality and problem-solving, based on factual information. In the second semester (C925) students learn more about a variety of family and societal issues related to human behavior, relationships and development. Students report current information and deal with issues affecting teens and family such as marriage, parenting skills, abuse, and emotions.

Credits: 5 (Fall) & 5 (Spring) = 10 if full year, Periods: 5, Grade Level: Preferably 10-12, Length: 2 Semesters, Non-leveled, Prerequisite: None

Adolescent Parenting

CRLS offers a special program for teenage parents and parents-to-be. The goal of the program is to encourage and allow teenagers to complete high school by providing them with courses designed to meet their particular needs and by providing them with support and advocacy. The curriculum includes a life skills seminar, a child development course, opportunities for mainstreaming into regular courses, options for individual tutoring, social services connections, and appropriate gym courses. The program is run in room R256 and more information is available from Ms. Betsy Bard (R201).

It is possible to have an advanced level placement in several of the Adolescent Parenting Program courses. An independent study contract will be worked out with the instructor based on individual needs.

C073 Social Services Connections 1 & 2

This social studies course provides students with an opportunity to learn about relevant community resources (welfare, W.I.C., housing, etc.) and teaches skills in learning how to use those resources. Students learn about personal development and relationships. Many guest speakers from the community are integrated into the program and career exploration through the collaboration with the Career Resource Center and Cambridge Community Services is an integral part of the program. Emphasis is placed upon exploring career options. Job readiness training skills development is provided.

Credits: 12, Periods: 6, Grade Level: 9,10,11,12, Length: Year, Prerequisite: None

C074 Adolescent Parenting/Physical Education I & II

This physical education course of the Adolescent Parenting Program provides stretching, breathing, relaxing, and various moving techniques to meet the needs of young parents and parents-to-be.

Credits: 4, Periods: 2, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: None

C075 Life Skills Seminar I & II

This course focuses on health issues important to pregnant and/or parenting teens. Students will have the opportunity to study physiology, sexuality, pregnancy and birth, child health care, basic first aid, nutrition, cookery and substance abuse.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: None

C070 APP Career Ed

This course is geared for 2nd year APP students. It reinforces life-survival skills covered in the first year APP program. It also provides training in gaining self-esteem and decision-making skills, and offers career exploration through collaboration with the Career Resource Center and Cambridge Community Services. Working in the Career Resource Center, students explore career options through testing, field trips, guest speakers, and college visits. Job Readiness Training Skills development is provided, and group sessions with the APP Clinician offer support in values clarification, and help students interface with the personal and work world. There is life after high school. What are you going to do with yours?

Credits: 10, Periods: 5, Grade Level: 2nd year APP, Length: Year, Intermediate, Prerequisite: Completion of 1 year APP Child Development

C083 APP Child Development

Understanding appropriate behavior in children is one goal of the 10 credit Child Development class. The course will cover growth and development from conception through the pre-school years with an emphasis on parenting skills. Time will be allotted for discussing special issues related to child development such as adoption, child abuse and neglect, divorce of parents, emotional disturbance, raising a child in a one-parent family and teenage parents. Fun activities that can be done with children will be explored. Written assignments, projects, tests and active participation are used in the grading process.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: None

LANGUAGE ARTS (ENGLISH)

The goals and objectives of the Cambridge Rindge & Latin School English program are to develop skills in reading, writing, thinking, listening, and speaking and to equip students with those skills to prepare them for whatever choices they will make in their lives.

The English Department offers a variety of courses to meet the demands of the distinctive and diverse student body at Cambridge R&L. Students should select courses that correspond with their academic abilities and that challenge them to work toward increasing their competence in the English language arts.

All students are required to take and pass eight semesters of English during their four years at C.R.L.S. The curricula for freshmen and sophomores are designed to reinforce and build upon the basic skills of grammar, composition and reading. These courses can also provide remedial assistance in those skills as needed. Therefore, a passing grade is required in the freshman and sophomore core curriculum before students may take electives. Students will also be introduced to more sophisticated literary types, concepts, and terms that will enable them to approach and complete their last two years with confidence and enthusiasm. In the Junior/Senior years, students should select courses that provide a balance of instruction in writing, literature or grammar and usage.

Successful completion of this four-year program will produce competence and confidence in the use of the English language, acquaintance with a variety of literary works and the ability to evaluate oneself and one's environment critically and logically.



STAFF

Paul Burke
Teacher-in-Charge
Christopher Saheed
Staff Developer
Ed Hurley, Writing Center
Rob Riordan, Writing Center

Thomas Burns
Phyllis Bretholtz
Donald B. Burroughs
Kathleen Clinton
Michael Corless
Sandra Dickerson
Lawrence Driscoll

Karen Hawthorne
Jane Kervick
Moses Konjoian
Linda Lipkin
Timothy Mahoney
Jayne Marquedant
Frank McCarthy
William Morris
Susan O'Brien
John O'Leary
Peter O'Neill
Andrea Romagna McCarthy
John Rutter
Joan Sobel
Geraldine Spagnuolo
Joanne Walther

THE WRITING CENTER

Need help with a paper, a poem, or a love letter?

- The CRLS Writing Center offers specially trained peer tutors who can help you with any writing task!
- The Writing Center is a resource center where students and teachers can explore ideas about writing and try out computer programs for word processing.
- The Writing Center is a project center for the production of the Literary Review and other publications, the organization of public readings, and the encouragement of student submissions to various local and national publications.
- The peer tutors at the Writing Center are available and able to help any writer, beginning to advanced, at any stage of composition: generating ideas revising preparing final drafts writing first drafts editing finding an audience

The Writing Center is for you! CHECK IT OUT! Room A308 (Arts Building). Open Monday through Friday, periods 1 through 7. Contact Edward Hurley, Director of Writing Center, or Paul Burke, Teacher-in-Charge of Language Arts.

Language Arts Nine: World Literature

The Language Arts Nine program is broadly organized around themes and selections from world literature and emphasizes three strands of skills development: Reading and Literature, Communication and Writing, and Language Development.

The reading and literature strand provides an opportunity for students to explore and analyze the various genres included in world literature, to view diverse cultures through literature, and to gain a greater understanding of the universal power of literature to express the human condition. This strand also stresses the continued development of critical reading skills, reading appreciation, aesthetic judgment, and introduces basic literary terminology and concepts. Authors include writers of many races and cultures.

Much of the Language Arts Nine Program concentrates on communication and writing skills. There is an emphasis on listening and speaking. Oral participation in class discussion is required, and an oral language project may be assigned. Tapping one's creative powers and learning to think clearly and logically are stressed as the sources of effective speaking and writing.

All students are introduced to the Writing Center early in their 9th grade year, are encouraged to use a process/fluency approach to writing, and to write regularly in a variety of formats. In addition, students review basic elements of grammar, punctuation, spelling, vocabulary, diversity of language choice and standard usage.

Structurally, the curricula of English and Social Studies try to mirror each other through the selection of materials, discussion, and writing topics in order to afford extra support for the skills being taught. In addition, programs incorporate their own particular thematic and instructional approaches.

Students will take the Language Arts Nine program for a full year (Semesters A and B). Five (5) credits are awarded for the successful completion of each semester.

Language Arts Ten: Levels I, II, III (Semesters A and B)

The Language Arts Ten program continues to emphasize the three skills strands introduced in the ninth grade. In literature, the student will be introduced to areas which will be selected for intensive study in the 11th and 12th grades. These areas will include units in media literacy (TV, radio, journalism, film, advertising); non-fiction (autobiography, biography, essays, articles, topical readings); highlights of ethnic and multi-cultural literature and women's literature. The literature of the United States, current and past, will be emphasized. All Language Arts courses will require regular writing and reading in and out of class. Successful completion of the core Language Arts program (four semesters or two years) will prepare the student for intensively-focused elective courses in the upper grades.

The Language Arts Ten program is designed to follow Language Arts Nine. The student will take Language Arts Ten for a full year (Semesters A and B). Five (5) credits will be awarded for successful completion of each semester.

NINTH GRADE COURSE TITLES, NUMBERS AND SKILL LEVELS ARE DESIGNATED AS FOLLOWS:

E101, E102 Lang. Arts Nine I-A, I-B
E120, E121 Lang. Arts Nine II-A, II-B
E160, E161 Lang. Arts Nine III-A, III-B
E180, E181 Lang. Arts Nine (Academy)
E190, E191 Lang. Arts Nine (Leadership)

All freshmen must take Language Arts Nine or the English Reading Lab.**

**Approval from guidance counselor and class teachers is a prerequisite.

TENTH GRADE COURSE TITLES, NUMBERS AND SKILL LEVELS ARE DESIGNATED AS FOLLOWS:

E201, E202 Lang. Arts Ten I-A, I-B
E220, E221 Lang. Arts Ten II-A, II-B
E260, E261 Lang. Arts Ten III-A, III-B
E280, E281 Lang. Arts Ten (Academy)
E290, E291 Lang. Arts Ten (Leadership)

Electives Grade 11 & 12

With the advice and support of parents, English teachers, and guidance counselors, students in the 11th and 12th grades will make a selection from a group of intensively focused courses. These courses are organized around themes, units, and topics. An integrated approach to English language is utilized and, therefore, all courses include both literature and language skills. All courses emphasize the writing process and students are expected to write frequently in each course. Student journals are kept in each elective regardless of the literary emphasis. Since, however, the emphasis in each course may vary according to its content, 11th and 12th graders are encouraged to balance their courses of study by selecting one course (one semester) that stresses language or writing skills and one course (one semester) that emphasizes literature.

Semester A

Advanced

- E860 Advanced Language Study
- E862 Advanced Placement English
- E863 Literary Types
- E865 Readings in English Literature - Part I
- E868 Advanced Writing Seminar

Advanced and Intermediate

- E840 Writing About Literature
- E841 Semiotics I
- E843 Literature of Groups in Conflict
- E844 Composition
- E846 Shakespeare
- E847 Survey of American Literature I
- E850 Women in Literature
- E890 Radio Broadcast Journalism
- E897 Writing on Computers

Basic and Intermediate

- E844 Composition
- E818 Basic Language Study
- E819 Adolescents in Literature
- E820 Popular Literature
- E824 Communication in Media
- E825 Literary Hero
- E897 Writing on Computers
- E851 American Studies

Semester B

- E861 Ancient Literature and Mythology
- E862 Advanced Placement English
- E864 19th Century British Fiction
- E866 Readings in English Literature - Part II
- E868 Advanced Writing Seminar

- E840 Writing About Literature
- E842 Semiotics II
- E844 Composition
- E845 Science Fiction
- E848 Survey of American Literature II
- E849 20th Century Literature
- E850 Women in Literature
- E897 Writing on Computers

- E844 Composition
- E818 Basic Language Study
- E819 Adolescents in Literature
- E821 Selected Short Fiction
- E824 Communication and Media
- E825 Literary Hero
- E897 Writing on Computers
- E851 American Studies



NEW COURSE

YSAT Preparation for the SAT (Verbal & Math)

Suggested Drama Courses for English Credit:

- D022 Public Communication: The Gift of Gab
- D950 Play Writing

N.B. See Course Description under Drama Department

E898/E899 Independent Study may be offered by an English teacher during either semester with approval of the Language Arts (English) Department.

E818 Basic Language Study

This course is designed for students who need to improve their basic skills in vocabulary, grammar, and composition. Writing assignments will be frequent. Grammar usage, punctuation, spelling, vocabulary and sentence structure are taught as elements of good composition. Materials are covered relatively slowly with considerable attention given to the development of basic skill acquisition. In addition, reading assignments will be integrated throughout the course. The course will also present necessary study skills for achieving all kinds of assignments and basic test taking experiences.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Basic and Intermediate

E819 Adolescents in Literature

The focus of this course is on young people's lives and the often difficult passage from adolescence to adulthood. Works studied may include novels, plays, biographies and poetry including *The Catcher in the Rye*, *I Never Promised You A Rose Garden*, *The Chosen*, *The Chocolate War*, *The Pigman*, *West Side Story*, *The Disappearance*, *Dragon Wings*, *Won't Know Till I Get There*. In addition to the readings, class activities may include journal writing and creation of oral histories through which students can come to grips with their own adolescence and can become aware of problems that are common to many young people as they mature.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Basic and Intermediate

E820 Popular Literature

Popular literature affects and is affected by the events and social developments of a particular time span. Students will read and discuss great mystery writers and their works as well as how the best sellers of the past and present century reflect the prevailing attitudes, customs, and fads of various generations. Some authors to be read include Mark Twain, Judith Guest, Agatha Christie, Toni Morrison, Zora Neale Hurston, Virginia Hamilton, and John Steinbeck. Students will read a minimum of five to eight works. Writing assignments include character studies, critical analysis, individual reports and research projects.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Basic and Intermediate

E821 Selected Short Fiction

This course presents a study of the style and form of short fiction. Emphasis will be placed on short stories, novellas, one-act and short plays and on poetry. The student should gain insight into form, characterization, plot, setting, and theme as reflected in each type of literature. Also, some emphasis is placed on the necessary reading skills to appreciate each literary form. The skills of literary analysis are employed in the examination of each form.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Basic and Intermediate

E822 The Mystery as Fiction

This course will examine mystery fiction in popular literature from the early writers of the genre to present day authors of suspense, horror, and detection. There will be readings from short stories, novellas, and novels. Selected videos will be shown for comparison to works read. Assignments and discussions will emphasize reading skills and literary forms.

Credit: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Basic, Prerequisite: A natural (or unnatural) appetite for murder and mayhem. Limited enrollement (15).

E824 Communications and Mass Media

This course presents a study of techniques and themes basic to the mass media (radio, television, film and print journalism). There will be frequent short readings including scripts of TV and radio presentations, media criticism and newspaper and magazine articles. Special attention will be given to the role of advertising in the media. Writing assignments will require careful, technical and detailed analyses of mass media presentations. Some library research also may be required.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Basic and Intermediate

E825 The Literary Hero

Through the study of literature, students will examine the characteristics of heroes and heroines as presented in mythology and the literature of the Bible. Selected examples will show why these characters serve as models for later literary figures. Materials may include *The Legends of King Arthur*, *When The Legends Die*, *A Day in the Life of Ivan Denisovich* and *One Flew Over The Cuckoo's Nest*, *Invisible Man*, *Eyes of Darkness*, *A Woman's Place*, *Let The Circle be Unbroken*, as well as selected short stories, poems and non-fiction.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Basic and Intermediate

E840 Writing About Literature

This course is designed to develop the skills inherent in understanding the various types of literature and in responding to them. It is further designed to emphasize all the aspects of the writing process. Students will read, think and respond to a variety of materials: short stories, a novel, a play, poetry, and non-fiction. More importantly, student papers will be shared and discussed. Finally the mechanical skills associated with writing in general and specifically with a contemporary research paper will be presented. This course is intended for students who want a concentrated reading and writing experience and the skills associated with a formal paper.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate, Prerequisite: Successful completion of writing course.

E841 Semiotics I E842 Semiotics II

Semiotics is the study of signs and systems of communication. A sign is anything used to convey meaning - a word, a picture, a gesture. Through a series of readings, experiments in perception and language games, and investigation of contrasting systems of communication - animal and human, instinctual and cultural, foreign and domestic - students will explore the range of knowledge and behavior that underlies man's capacity to speak. The aim of this inquiry is to gain a better understanding of the dimension that makes us human.

E841 Credits: 5; E842 Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate & Advanced, Prerequisite: None

E843 Literature of Groups in Conflict

This course is designed to provide the student with a broader perspective of American literature through the study of a number of works by minority writers. Through reading and discussion of a wide variety of fiction and non-fiction, the student will be provided with a better understanding of minority group problems and conflicts as expressed in their writings. Papers as well as active classroom discussion are important to this course.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate and Advanced

E844 Composition

This course in composition emphasizes the reinforcement of basic writing skills (spelling, punctuation, grammar, paragraph development, and organization) and focuses on writing as a process. The various prose forms will be studied: exposition, argument, description, and narration. There will be daily short writing assignments as well as longer assignments, from two to five pages, every other week. Student work will be judged on the individual progress of each student through the stages of the writing process.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Basic and Intermediate, Intermediate and Advanced, Prerequisite: None

E845 Science Fiction

This course will examine science fiction as a form of literature. Emphasis will be placed on the development of the genre from the earliest classics of such writers as Jules Verne and H.G.Wells to the modern literary works of such writers as Isaac Asimov, Arthur C. Clarke, Ray Bradbury and Rod Serling. The course concentrates on examining the methods, purposes and types of different science fiction. Active participation in class discussion, writing an original science fiction story, and completing the outside reading of at least one science fiction novel may be required.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate and Advanced

E846 Shakespeare

Students will read in class and discuss in depth a minimum of four plays each semester chosen by the class from among the comedies and tragedies (perhaps 1 history). Examinations will be open-book and will require in-depth knowledge of the text of the play and its ideas. Two short-essay papers will also be written. Some of the topics covered in the plays include ambition, love, prejudice and heroism. Students may not understand the language at first, but they will in a minimum of four weeks.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate and Advanced

E847 Survey of American Literature I

This course will present samples of the works of important American authors in a chronological order. It includes works by authors of different races, sexes, origins, and regional backgrounds. Readings will include short stories, poetry, drama and essays. While the course begins with significant 20th century writers, it also includes the period from the discovery of the new world to the era of westward expansion. The knowledge and appreciation of our literary heritage will help students understand the country that is ours by birth or adoption.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate and Advanced

E848 Survey of American Literature II

This course may be a continuation of American Literature I or it may be taken as a single course. It surveys American contributions to literature from the romantic era to contemporary times. Significant authors will be studied in-depth as both in-class and outside reading. Daily assignments include written activities, analysis and discussion of short fiction, poetry, drama, essays and novels.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced and Intermediate

E849 20th Century Literature

This course is designed to give students a chance to explore world literature through some of the major writers. Emphasis will be placed on reading for understanding, enjoyment and the development of analytical skills and on discovering significant ideas that appear throughout the world. There will be regular writing assignments based on the reading. Authors to be covered may include Faulkner, Conrad, Camus, Hesse, Sartre, Kafka, Kazantzakis, Solzhenitsyn, Achebe, Dinesen and Mishima.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced and Intermediate

E850 Women in Literature

This course offers readings by and about women in American and British literature from earlier centuries to the present. To achieve a balanced view students will examine both positive and less-than-positive portrayals of women in both classic and modern literature. Readings will include works by Chaucer, Shakespeare, Austen, Eliot, Woolf, Hansberry, Angelou, Bambara and Giovanni. The number and range of readings will be limited only by practical considerations of time and the availability of the books.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced & Intermediate

E860 Advanced Language Study

This course is for students who are college oriented and desire intensive study of language skills. The course helps students become more proficient in standard English, particularly as measured by standardized tests. The content of the course allows students to gain practice in reading comprehension, word analogies, usage and vocabulary building.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced, Prerequisite: Semester grade of 80 or above in previous English courses or approval of instructor and English coordinator.

E861 Ancient Literature and Mythology

This course offers students the opportunity to read, discuss, and write about a broad sampling of the great works of ancient literature including works by Homer, Sophocles and Aeschyles. In addition, some background in mythology, legends and folklore from around the world will be included to explore the roots and influences of our literary tradition. Modern works which use ancient themes may also be assigned. Compositions, both creative and expository, will be assigned regularly.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced, Prerequisite: Semester grade of 80 or above in previous English courses or approval of instructor and English coordinator.

E462 Advanced Placement English

This course is designed for as an advanced placement collegiate level offering for those students willing and able to sustain an English course of this rigorous character. The aim of the course is to refine the writing skills and appreciation of literature of its students. The means used for the achievement of this aim are biweekly essays of 400 to 600 words and intensive consideration of the aesthetics of the four literary genres: drama, prose fiction, prose nonfiction and poetry through close analysis of selected examples of these types of literature; e.g. *Macbeth*, *27 Contemporary Essays*; *Antigone*, *Everyman*, *The Glass Menagerie*, *Far From the Madding Crowd*, *The Rape of the Lock*, *The Deserted Village*, *Invisible Man*, *She Stoops to Conquer*, *The Rime of the Ancient Mariner*,

Pygmalion, *Native Son*, *Song of Solomon*, etc. In addition weekly rhetoric exercises calculated to hone the writing skills of the students will be assigned.

Credits: 5 & 5, Periods: 5, Grade Level: 12, Length: 2 Semesters A&B, Advanced, Prerequisite: Semester grade of 80 or above in previous English courses or approval of instructor and English coordinator

E863 Literary Types

In this course students will study in greater depth some of the literary genres introduced in the freshman and sophomore years. They will learn what constitutes each genre and what distinguishes one genre from another. Works to be examined include *Macbeth* for drama, *The Return of the Native* for the novel form, and a collection of essays for non-fiction. In addition, there will be required outside reading within each genre.

Composition work consisting of biweekly essays will be taught through the literature and with a text such as Warriner's *Advanced Composition*; grammar will derive both from the students' own work and, if necessary, from a grammar book such as Harcourt Brace *Handbook*. Vocabulary work will be taken from the literature being read and will be supplemented by the Manter Hall *English Review Exercises* series.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced, Prerequisite: Semester grade of 80 or above in previous English courses or approval of instructor and English coordinator

E864 19th Century British Fiction: Selections

This course offers examples of the fiction by British authors of the Victorian era. Students will read Dickens' *David Copperfield* and Austen's *Pride and Prejudice* as well as a selection of works by other novelists of the period such as Thackeray, Eliot and the Brontës. Short stories by these and other 19th century writers will also be included. The fiction will be studied as representative of its own times as well as prophetic of our own 20th century. Composition work, based on topics suggested by the reading, will be an integral part of the course as will vocabulary study derived both from the literature and from a vocabulary text such as *Word Wealth*. Grammar skills will be reviewed from the students' own writing and reinforced by work from one of the many available grammar books such as Warriner's *Complete Course*.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced, Prerequisite: Semester grade of 80 or above in previous English courses or approval of instructor and English coordinator

**E865 Readings in English Literature: Part I**

This course offers selections in the poetry, drama, fiction and nonfiction of major English writers from the *Beowulf* poet to John Milton. Students will read, analyze, discuss, and write about the important works of writers including Chaucer, Shakespeare, Spenser, and Donne. The reading will be challenging but accessible. The composition work, consisting of biweekly essays suggested by and/or related to the reading, will be approached through a study of Warriner's *Complete Course* or some comparable text, along with fundamental grammar review and vocabulary study where necessary from Warriner's and the Manter Hall *English Review Exercises* series. Outside reading for each literary periods will be required.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced, Prerequisite: Semester grade of 80 or above in previous English courses or approval of instructor and English coordinator

E866 Readings in English Literature: Part II

This course follows the same general guidelines and has similar course requirements as Part I; however, the literature covered will begin with late 17th century British authors such as Dryden, Swift, and Fielding and will continue through the Romantic period with poets like Keats and Wordsworth and the Victorian era with Dickens, Tennyson, and Browning up to and including 20th century works by authors such as Shaw, Yeats, Eliot, Joyce and Woolf.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced, Prerequisite: Semester grade of 80 or above in previous English courses or approval of instructor and English coordinator

E868 Advanced Writing Seminar

Students in the Advanced Writing Seminar will write daily and will produce biweekly papers on selected topics for peer review and revision. Each student will be expected to participate in an ongoing writing project, such as tutoring in the Writing Center, writing for the school newspaper, or working on the C.R.L.S. Literary Review. The Advanced Seminar covers such topics as personal, reflective, and critical essays, topic selection, beginnings, transitions, evidence, conclusions. Grammar and mechanics will be addressed as necessary, in the context of class papers.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Advanced, Prerequisite: Above average writing ability (grade of 80 or above) or the approval of instructor and English coordinator

E890 Radio Broadcast Journalism I

This course offers training in the basic skills of radio broadcasting. Students will receive technical instruction in basic radio production techniques including: systems of news gathering and writing, advertising, broadcast management, use of broadcast equipment, and production of programs for broadcast. Radio listening exercises, short internships at local radio stations, research papers, and field trips are the types of instructional activities used in the course. The course requires reading, writing and hands-on experience with all aspects of radio broadcast journalistic techniques to be studied.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester A, Intermediate & Advanced, Prerequisite: Approval of Instructor & Coordinator

E891 Radio Broadcast Journalism II

This course will offer training in the more advanced techniques of radio broadcasting such as: interviewing, investigative reporting, formulation of talk shows, and the development of various radio formats. Research papers, short internships at local radio stations, guest lecturers, and field trips will be used in this course.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate & Advanced, Prerequisite: E890 Radio Broadcast Journalism I or instructor's approval

E897 Writing on Computers

This course is designed for students who are interested in writing or who have taken a course in writing. Students who have not had success in writing activities are also invited to enroll. The course helps students of all ability levels to find new and exciting ways to approach writing tasks and to improve their ability to write well and fluently. Basic typing skills are required and access to a computer is useful but not essential. Computer time beyond the class period will be made available to students enrolled in the class. This course requires appropriate reading and daily writing assignments, and a willingness to do independent work in the computer lab to gain ease with the process of writing and with the computer as a writing tool. The course is available in both semesters (A&B) and may be available as a second semester for students enrolled in the Word Processing course (B899) in the Business Department.

Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Basic, Intermediate, Prerequisite: Passing grade in Typing I or equivalent

E898/E899 Independent Study English

This course is designed for the average or above-average student who is highly motivated and who wishes to do extensive work to develop more understanding and appreciation of some aspect of English language arts. The specific content of this course will be decided at the beginning of the semester by the teacher, student and coordinator of English following departmental guidelines. The course will require extensive reading, occasional to frequent papers, and possibly a major project.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate, Prerequisite: Teacher recommendation, Coordinator approval

The following one-semester courses, offered by the Department of Dramatic Arts, offer English elective credit for juniors and seniors.

D022 Public Communication: the Gift of Gab

A practical course in communication designed for students who are uncomfortable with speaking in public but who recognize that everyone needs to do so sooner or later - in college or job interviews, as part of daily work, as a requirement for successful relationship building. The student will learn how to organize, develop and write a speech, how to use language convincingly, how to present oneself in a poised, confident manner, and how to speak effectively without benefit of prior preparation. Attention will be paid to developing the student's confidence and the strength and clarity of the student's voice. Specific areas of study will include public speaking, persuasion, argumentation, radio and TV broadcasting, oral interpretation, conversation and interview techniques. JUNIORS AND SENIORS MAY TAKE THIS COURSE AS AN ENGLISH ELECTIVE.

Credits: 5, Periods: 5, Grade Level: 9,10,11,12, Length: Semester, Intermediate

D950 Playwriting

A one-semester course for students interested in writing and producing original plays. We will develop scripts from topics suggested by the students and from other sources such as current or historical events, creative writing assignments, improvisation and newspaper stories. We will learn the techniques of playwriting (dramatic structure, characterization, creation of effective dialogue, revision, etc.) as well as the basics of theatrical production. Improvisation will be used as a tool for exploring the principles presented in class; acting experience is NOT required. Each student will complete a one-act play by the end of the semester and, if time and circumstance permit, will present a production of student works in the Studio Theatre. JUNIORS AND SENIORS MAY TAKE THIS COURSE AS AN ENGLISH ELECTIVE.

Credits: 5, Periods: 5, Grade Level: 10,11,12, Length: Semester, Intermediate

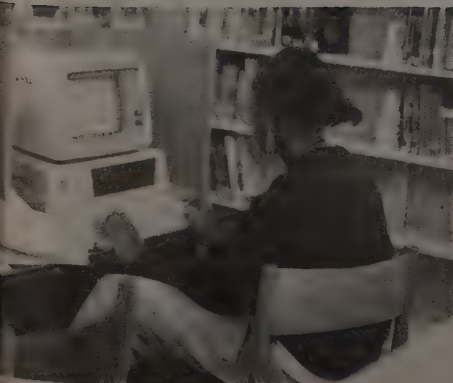
Y894 Kaplan SAT Prep

The Stanley H. Kaplan Educational Center, leaders in SAT prep for over 50 years, offers you a semester course, 5 days each week, to help you attain your best SAT score. Kaplan Test Prep is an intensive program for serious students. Students will review substantive verbal and math material, with an emphasis on developing test-taking techniques and strategies. This program includes personalized computer analyses and an extensive support structure, including audio and video tapes and practice tests galore. It also includes discussion of the college application and admissions process. In order to participate in the SAT course the student must have successfully completed Algebra I, Geometry and the grade 9 and 10 core English.

Seniors must have completed the above plus one year of Language Arts electives. All the fall sections (semester I) for SAT Prep are designated for seniors who will take the January SAT. All spring sections (semester II) for SAT Prep are designated for juniors who will be taking the June SAT. One section will meet at 7:30 A.M.

Credits: 5 (non-English), Periods: 5, Grade Level: Semester I 12, Semester II 11

LIBRARY-MEDIA



The Library brings to the school a multiplicity of resources. The book collection has been carefully selected to support and augment classroom studies. The reference collection includes encyclopedias, atlases, general and specialized dictionaries, indexes, a pamphlet/picture/map file, and back issues of periodicals (including microform), CD-ROMs, and on-line data searching (Dialog).

The browsing area invites students to read for pleasure and to pursue their particular interests. Microcomputers give students and staff access to word processing, graphic programs, and computer-aided instruction.

The librarian provides orientation and guidance in utilizing library resources in the Library, the Teachers' Resource Center, and other libraries in the Boston/Cambridge area. Finally, the librarian works closely with the staff of the Teachers' Resource Center to coordinate media services, including access to non-book materials and media production.

STAFF

Dr. Mary Frances Zilonis
Director

Henry Parker
Librarian
Shirley Nugent
Support Staff

GV02 Library Internship

Students participating will join the library staff for training in: 1) reference services (including use of the CD-ROM and on-line services, microforms, and specialized encyclopedias, dictionaries, and indexes); 2) media production (in conjunction with the T.R.C.); 3) previewing/recommending/ordering new books; 4) using the library's word processing programs, New Print Shop, and PFS: First Publisher, and teaching their use to fellow students and staff; and 5) managing an expanding library/media center (programming, displays, circulation system, etc.). Limited to 2.

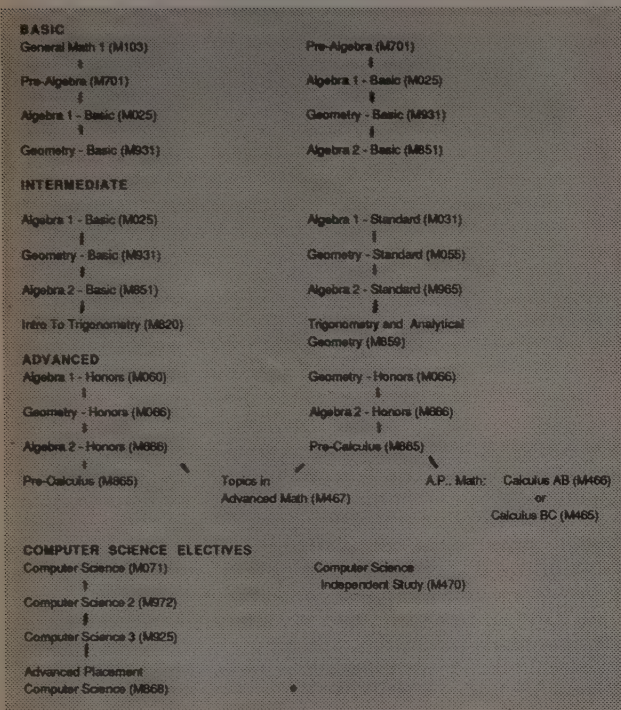
Credits: 5, Periods: 5, Grade Level: 10,11,12, Length: Semester, Intermediate, Prerequisite: At least one year of English, Social Studies, and Word Processing or Computer Science with a grade of 80 or better

MATHEMATICS

The Mathematic Department offers a wide choice of courses in mathematics and computer science for students of different abilities and interests. Although only two years of mathematics are required for graduation, many students take three or four years. The study of mathematics is important as a tool for effective citizenship, as a tool for functioning in a technological world, as a system in its own right, or as a fulfillment of college entrance requirements.

This chart of course offerings shows some desirable sequences of courses for students of particular abilities, interests, and backgrounds. Although considerable flexibility is possible, parents and students should consider one of the suggested sequential patterns. It is possible to switch from one sequence to another at many points.

All ninth and tenth grade students are required to be enrolled in a mathematics course, exclusive of computer science courses. Credits in Computer Science do not count towards the 2 year math graduation requirement.



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 Kathleen Wamness

M103 General Math

This course, geared to the student needing strengthening of the fundamentals of arithmetic, is designed to review the basic skills of addition, subtraction, multiplication, and division of whole numbers. Estimation, measurement, graphs, probability, and statistics will also be covered. Once these skills are developed, the student will apply taxes, retailing, investment and other topics. The particular strength of this course is its stress on basic skills and its application to the student's needs at home, in school, and in the community.

Credits: 10, Periods: 5, Grade Level: 9, Length: Year, Basic

M701 Pre-Algebra

This course is designed for students who are not ready for algebra, but who plan to take algebra the following year. Students will review fundamental math skills and learn the concepts and skills they need to succeed in first year algebra. Topics include variables, formulas, ratio, percent, equations, integers, graphing, statistics and simple probability.

Credits: 10, Periods: 5, Grade Level: 9,10, Length: Year, Basic

M025 Algebra I - Basic

This is a basic algebra course which includes a spiral development of algebraic topics including the structure of algebra, the solution of equations, the patterns of reasoning and the techniques of problem solving. The course also includes working with real numbers, using the four basic arithmetic operations, using and applying formulas, working with polynomials, factoring, and graphing. The pace of this course is moderate. The course is not as rigorous as M031.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate

M031 Algebra I - Standard

This course includes all the objectives of a regular algebra course. Each topic is thoroughly covered. The course includes addition and multiplication of real numbers, work with polynomials, special products and factoring, functions, relations, graphs, quadratic equations and inequalities. The pace of this course is moderate to fairly rapid. This course is more rigorous than M025.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate

M060 Algebra I - Honors

This rigorous course includes all the objectives of the regular algebra course but at an accelerated rate. Other topics covered include an in-depth study of systems of linear equations and inequalities, powers, roots, radicals and proportions. This course, designed for students with motivation and ability of high quality, progresses at a rapid rate.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Advanced

M931 Geometry - Basic

A basic course with emphasis on the practical applications of Geometry including a study of geometric relationships, deductive reasoning, parallelism, congruency and similarity, areas, volumes and deductive proofs. Computational skills and numerical applications are stressed throughout the course in a manipulative manner. The pace of this course is moderate. This course is not as rigorous as M055.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: Algebra I

M055 Geometry - Standard

A modern course including a study of practical geometric relationships, deductive reasoning, logic, parallelism, congruency and similarity. Areas, volumes, similar solids, deductive proofs, constructions, computational skills, and numerical applications are stressed throughout the course. The pace of this course is moderate to fairly rapid. This course is more rigorous than M931.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: Algebra I

M066 Geometry - Honors

An enriched and accelerated course including a rigorous study of practical geometric relationships, deductive reasoning, parallelism, congruency, similarity and trigonometric ratios. Area, volume, similar solids, deductive proofs, construction, loci, computational skills, and numerical applications are stressed. Coordinate geometry and some non-Euclidian geometry are also included. This course is designed for students with motivation and ability of high quality.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Advanced, Prerequisite: Algebra I

M851 Algebra II - Basic

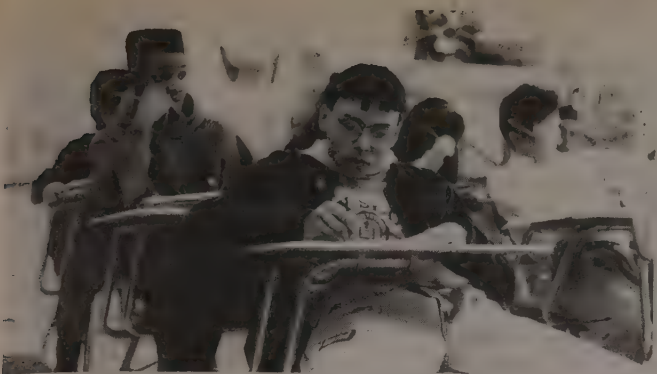
This course reviews, applies and extends the basic skills learned in Algebra I. Some of the topics discussed are the real number system, rational expressions, inequalities, quadratics, polynomials, graphing, and practical applications of the above. The pace of this course is moderate. This course is not as rigorous as M965.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate, Prerequisite: Algebra I, Geometry

M965 Algebra II - Standard

This is a regular intermediate algebra course including rational, irrational, and complex numbers; equalities and inequalities, quadratics, conics, the solution and graph of these systems; polynomials, exponential and logarithmic functions. Arithmetic and geometric progressions and series, as well as trigonometry of the right triangle, are also presented. This course is moderate to fairly rapid in pace and is more rigorous than M851.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: Algebra I, Geometry



M666 Algebra II - Honors

An in-depth and rigorous study of intermediate algebra for advanced students. Topics covered are: the number system; equalities and inequalities; polynomials and rational algebraic expressions; sequences and series; radicals, irrational numbers and complex numbers; quadratic equations and conic sections; polynomial, exponential and logarithmic functions; trigonometric functions; determinants, probability, permutations, and combination. This course is designed for students with motivation and ability of high quality. The pace of this course is rapid.
Credits: 16, Periods: 8, Grade Level: 10,11, Length: Year, Advanced,
Prerequisite: Algebra I, Geometry

M820 Intro to Trigonometry

This course provides students with a review of Algebra and Geometry skills, leading to an introductory analysis of other important mathematical topics. The course content includes study of Cartesian methods; linear and quadratic equations; the conic sections, inequalities; functions and relations; circular functions and their graphs; triangle trigonometry, trigonometric identities; and solving trigonometric equations. The first semester will include some preparation for college entrance exams. The pace of this course is moderate. This course is not as rigorous as M859.
Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate,
Prerequisite: Algebra I, Geometry, Algebra II

M859 Trigonometry/Analytic Geometry

This course provides students with a review of Algebra and Geometry skills, leading to an introductory analysis of other important mathematical topics. The course content includes study of Cartesian methods; linear and quadratic equations; the conic sections; inequalities; functions and relations; circular functions and their graphs; triangle trigonometry, trigonometric identities; and solving trigonometric equations. This course is an excellent preparation for future study in science and/or mathematics. The first semester will include some preparation for college entrance exams.
Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate,
Prerequisite: Algebra I, Geometry, Algebra II

M865 Pre-Calculus

Pre-Calculus is a rigorous course for the motivated and high ability student. The topics studied are linear relations and functions, trigonometry (functions, graphs, inverses and applications), sequences and series, polar coordinates and complex numbers, exponential and logarithmic functions. The course will also extend analytic geometry to include differentiation and integration, limits, tangents, velocity, acceleration and application of these topics. The pace of this course is rapid.
Credits: 16, Periods: 8, Grade Level: 11,12, Length: Year, Advanced,
Prerequisite: Algebra II Honors or Algebra II with Departmental Approval

M466 Advanced Placement Mathematics: Calculus AB

This course is planned for the able and ambitious student who is capable of doing college level work in calculus. The course is intended for students who have thorough knowledge of college preparatory mathematics including algebra, geometry, trigonometry and analytic geometry. It is not assumed that they have acquired a sound understanding of theory of elementary functions. This is the equivalent of a semester course in college.
Credits: 16, Periods: 8, Grade Level: 12, Length: Year, Advanced,
Prerequisite: Pre-Calculus or Departmental Approval

M465 Advanced Placement Mathematics: Calculus BC

This rigorous course is the equivalent of a two semester college level course in calculus. This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. The pace of this course is rapid and it is intended for those who plan to take the BC advanced placement exam at the end of the year.
Credits: 16, Periods: 8, Grade Level: 12, Length: Year, Advanced,
Prerequisite: Pre-Calculus or Departmental Approval

M467 Topics in Advanced Mathematics

This course provides an alternative to advanced placement mathematics for motivated and high ability students. The course curriculum focuses on answering the question, "Just what is math used for?" Contemporary issues and problems such as elections, scheduling, and economics are investigated in a way that conveys the power of modern mathematics.
Credits: 10, Periods: 5, Grade Level: 12, Length: Year, Advanced,
Prerequisite: Algebra II Honors or Pre-Calculus

Y894 Kaplan SAT Prep

The Stanley H. Kaplan Educational Center, leaders in SAT prep for over 50 years, offers you a semester course, 5 days each week, to help you attain your best SAT score. Kaplan Test Prep is an intensive program for serious students. Students will review substantive verbal and math material, with an emphasis on developing test-taking techniques and strategies. The program includes personalized computer analyses and an extensive support structure, including audio and video tapes and practice tests galore. It also includes discussion of the college application and admissions process. In order to participate in the SAT course the student must have successfully completed Algebra I, Geometry and the grade 9 and 10 core English. Seniors must have completed the above plus one year of Language Arts electives. All the fall sections (semester I) for SAT Prep are designated for seniors who will take the January SAT. All spring sections (semester II) for SAT Prep are designated for juniors who will be taking the June SAT. One section will meet at 7:30 A.M.
Credits: 5 (non-English), Periods: 5, Grade Level: Semester I 12, Semester II 11

Computer Science

M071 Computer Science I

The goal of this course is to take the mystery out of computers. Students will be instructed in the basics of computer programming and will be helped to appreciate the computer's capabilities. Characteristics of computer systems, their historical development, career opportunities, and modern uses of the machine are introduced throughout the course. Instruction will include flow charting and the use of the Dec-System 20 written in the BASIC language.
Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Prerequisite: None

M972 Computer Science II

This course in computer language and programming techniques continues instruction in the BASIC language leading into advanced topics. Half of the course will be a survey of other computer languages including COBOL, PASCAL and FORTRAN. The differences, similarities, and range of applications of various languages will be explored. We will be using both the Dec-System 20 and the Apple Microcomputer.
Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year,
Prerequisite: Computer Science I

M925 Computer Science III

The Pascal programming language is the primary focus of this course. Students will become skilled at using this language, both in a time-sharing environment, and a micro-computer environment. Programming structure and style will be strongly emphasized. There will be a detailed study of program design and data structures. Students will learn to incorporate "library" routines written by the class into their

programs. This course is a prerequisite for AP Computer Science (M868).
Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate,
Prerequisite: Computer Science II

M868 Advanced Placement Computer Science

This course is the equivalent of a first-year course offered in college and university computer science departments. It is intended to serve both as an introductory course for computer science majors and as a substantial service course for those who will major in other disciplines that require significant involvement with computing. The major emphasis will be on programming methodology, algorithms, and data structures with applications of computing the context in which these subjects are treated. The PASCAL computer language will be used to implement computer-based solutions. In addition to class time, students should plan to spend 2 1/2 hours per week coding programs.
Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Advanced,
Prerequisite: Computer Science III and Departmental approval

M470 Computer Science: Independent Study

Students enrolling in this course must demonstrate a mastery of programming techniques and must be able to function as an independent learner. Course work will include projects outlined by the instructor. Schedule and credit will vary to meet individual student needs.
Credits & Periods: Variable, Grade Level: 12, Length: Variable, Advanced,
Prerequisite: AP Computer Science/Departmental Approval

MODERN LANGUAGES

One of the most important academic studies in the roster of C.R.L.S. courses is foreign language. The study of another language gives an inside view of another culture, way of thinking, set of values, and lifestyle; it is the most natural vehicle for acquiring a multicultural outlook; it enhances English vocabulary, knowledge of language structure and usage. It is indispensable for the college-bound, and an invaluable embellishment to the educational background of the non-college bound.

C.R.L.S. offers study in seven languages: Spanish, French, Latin, Italian, Portuguese, Russian, and German. You will select whatever language best suits your needs. The Russian program is relatively new, but should be given very serious consideration because of the world importance of the Soviet Union. Every language offered has its own unique contribution to make to your knowledge and development.

Foreign language courses are for 10 credits, unless listed otherwise. Independent study may be offered at some advanced levels -- always by special arrangement.

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Cecilia Chapman Peter Culhane		

General Listing

SPANISH

L020 Spanish I
L920 Spanish II
L863 Spanish III
L865 Spanish IV
L871 Spanish V
L003 Spanish Homespeakers I
L903 Spanish Homespeakers II

FRENCH

L026 French I
L922 French II
L960 French III
L867 French IV
L869 French V
L027 FR I Homespeakers
L923 FR II Homespeakers
L868 FR Hm Advanced

RUSSIAN

L050 Russian I
L980 Russian II
L982 Russian III
L984 Russian IV

GERMAN

L038 German I
L942 German II
L944 German III

LATIN

L034 Latin I
L924 Latin II
L926 Latin III
L928 Latin IV

PORTUGUESE

L005 Portuguese I
L930 Portuguese II
L932 Portuguese III
L007 Portuguese Homespeakers I
L936 Portuguese Homespeakers II

ITALIAN

L009 Italian I
L938 Italian II
L940 Italian III

INDEPENDENT STUDY

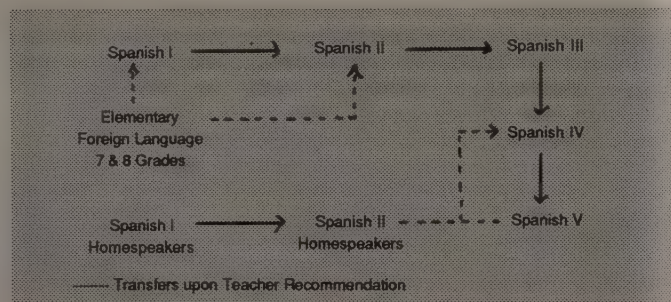
Course numbers for independent study are designated as needed.

Spanish Courses

Over the last several years, the most popular foreign language studied at C.R.L.S. has been Spanish. New approaches have been introduced in some classes -- involving the use of video -- to make the program increasingly attractive, especially for the, non-college bound student.

The curriculum is beamed toward instruction in the four basic skills of language: speaking, listening, reading, writing.

Generally speaking, at lower levels, concentration is heavier on the speaking and listening skills, and at the more advanced levels, greater effort is concentrated on the skills of reading and writing.



L920 Spanish II

Following up Spanish I, we continue developing and reinforcing our basic Spanish language skills in this second level course, and we broaden our understanding of Spanish and Latin American culture.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: Spanish I or Spanish at grades 7&8

L863 Spanish III

At this level you have acquired considerable skill in the basics, and are ready to practice and function at a relatively advanced pace. You have arrived at the point where the early drudgery of learning new grammar and vocabulary has given way to the enjoyment of being able to exercise a limited command over the language.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Advanced, Prerequisite: Spanish II

L865 Spanish IV L871 Spanish V

At these levels you will tackle sophisticated conversation and composition related to life-situations, Hispanic culture, and Hispanic literature. Featured will be selections from important authors, research projects, trips, reports, and lively discussions in Spanish to stimulate thinking and knowledge, as well as to put into practice your acquired Spanish language skills.

In Spanish V, there will be occasional joining with Spanish bilingual classes to work and collaborate with Spanish speakers on cultural and linguistic projects.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Advanced, Prerequisite IV: Spanish III, Spanish Homespeakers II (or recommendation) or equivalent, Prerequisite V: Spanish IV or equivalent



L020 Spanish I

This course is the introduction and base for future study of Spanish. You will begin to build elementary skills in reading, writing, and speaking the Spanish of Latin America, and gaining basic insights into Hispanic culture.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate

SPANISH HOMESPEAKERS CLASSES

Spanish for Homespeakers is offered on two levels, I and II. This program aims at addressing the needs of students who have grown up in a home where the dominant language spoken is Spanish. Our course will stress correct grammatical usage in the skills of reading and writing, as well as speaking.

L003 Spanish I Homespeakers

If you grew up in a Spanish-speaking home and are interested in studying Spanish formally, this course is for you. Emphasis will be on correct speech, pronunciation, reading, and writing. Students will study simple verb tenses (indicative and subjunctive) and grammatical structures. A cultural and historical reading selection has been chosen to provide greater cultural insight. In addition to weekly exams, students will be required to write essays on various literacy selections. A special video component will highlight grammatical structures and idiomatic vocabulary. Class conducted in Spanish.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Basic,

Prerequisite: Spanish spoken at home; no formal study of Spanish

French Courses

The CRLS French program is offered at five levels. A new basic French text covers French I-III. This lively, up-to-date series is "Le Français Vivant". This series is complemented by a wealth of supporting materials: tapes, workbooks, and videos. Upper level courses combine readings from a variety of sources: classic novels, periodicals, cinema, plays, etc. An integral part of the upper level courses is exposure to the music, customs, art, and literature of French-speaking countries, as well as emphasis on writing and composition.

L026 French I

You will be introduced to French through culture and grammar; by sharing the day to day experiences of typical French students you will become familiar with language as a tool for communication. How many countries other than France or Canada can you name where French is spoken? In this course, you will learn about French spoken in many countries. You will be introduced to the basic sounds and patterns of the language. You will work with short dialogues, many visuals, cassette tapes, workbooks and games. There will be films and field trips.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate,

Prerequisite: No previous study of French

L922 French II

This course is the continuation of studies in the series, *Le Français Vivant*. You will perfect and refine your oral and written French, and develop and expand your vocabulary and grammatical skills. Cultural activities, films, and field trips will be featured.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate,

Prerequisite: French I study in text, Nos Amis and/or French in grades 7&8

FRENCH FOR HOMESPEAKERS (new for 91-92)**L027 French Homsepeakers I**

This course is for those students whose first language is French/Creole who understand spoken French, but have difficulty in being able to write it.

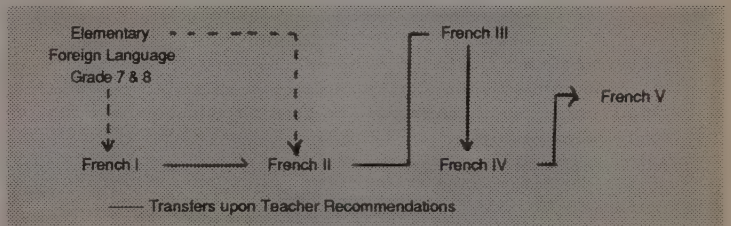
Credits: 10, Periods: 5, Grade Level: 9-12, Length: Year, Basic, Prerequisite: French or French/Creole spoken at home; no formal study of French.

L903 Spanish II Homespeakers

This course is designed for Spanish-speaking students who wish to practice their reading, writing and speaking skills. There is an emphasis on compound tenses (indicative and subjunctive) and grammatical structures. Weekly readings will highlight literary or artistic contributions from various Hispanic countries; students will write weekly themes based on these selections. Students will be challenged by a variety of literary genres, including short stories, chronicles, one-act plays, and poetry. Spanish I Homespeakers is not a prerequisite for this course; they are independent courses highlighting different grammatical and literary issues. The goal of both courses, however, is similar: greater proficiency in reading and writing skills.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Basic,

Prerequisite: Spanish spoken at home; no formal study of Spanish

**L960 French III**

You will continue to improve your conversation skills and to use idiomatic language popular with French teenagers. New vocabulary will be learned through the text *Le Français Vivant* and selected readings. You will begin developing a writing style through preparing short essays based on both specific grammatical structures and outside readings. The language lab will be used; field trips and foreign travel are planned.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Advanced, Prerequisite:

Successful completion of French II or approval

L867 and L869 French IV and V

These courses are designed to refine and deepen your command of French structure and will prepare you for the French Achievement Test. In addition, you will read short stories, cultural articles, and various genres of French literature. You will write substantial compositions about French life, based on your readings and the films you have seen. Daily classwork will require oral discussion of readings or free conversation.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Advanced, Prerequisite:

Successful completion of a) French III for French IV, and b) French IV for French V, or equivalent

L923 French Homespeakers II

This course is for those students whose first language is French/Creole who can read and write in French but who need to review grammar. Short readings will be an integral part of the course; in addition students will also do creative writing assignments.

Credits: 10, Periods: 5, Grade Level: 9-12, Length: Year, Intermediate, Prerequisite:

French or French/Creole spoken at home; demonstrate basic level writing ability in French.

L868 French Homespeakers Advanced

This course is designed only for those students whose French is at native speaker level. There will be some grammar review, but the major thrust of the class will be reading and analysis of French literary works, both through class discussion and creative writing

Italian Courses

The Italian program offers levels I, II, III. The basic text is "Oggi in Italia (Today in Italy)." Students will use the language lab regularly to hear and record the tapes that accompany the text. The focus of the classes will be contemporary Italy: its traditions and lifestyles.

L009 Italian I

It's fun to study Italian. You will learn to converse at a basic level, and to read, understand, and write Italian within the vocabulary limits of this stage. Emphasis will be placed on oral Italian at this level, and on the notions of Italian culture, history and lifestyles. Everyone loves Italian food and music; the language is almost like music, and you will learn all about the food. Field trips will also be featured.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Basic

L938 Italian II

You will further your Italian I studies and go more deeply into the vocabulary, grammar and culture. The continued practice will improve your conversation as well as your ability to read, write and understand. Italy, its geography, famous artists, musicians, and scholars will become familiar to you as cultural activities play an increasing role at this level.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: Successful completion of Italian I or equivalent

L940 Italian III

At this level you will be doing advanced work in the areas of reading, writing and speaking. The class, conducted in Italian, will read and comment upon the writings of Italian authors, past and present, and concentrate heavily on the various aspects of Italian culture. The progress of contemporary Italy -- its politics, industry, lifestyles -- will be given constant attention, with emphasis on the science and cinema by Italians and Italo-Americans.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Advanced, Prerequisite: Successful completion of Italian II

German Courses

The German program offers a beginning course and a follow-up individualized program for levels II, III, and IV. Texts: "Unsere Freunde" and "Die Welt der Jugend".

L038 German I

This course will introduce you to the basics of German language and culture. You will learn to converse in simple situations and to understand, read, and write simple German. There will be a maximum of student participation not merely in oral and written drills, but also in activity-related exercises and games. Stress will also be placed on the customs and cultures of the peoples of German-speaking countries.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: None, but good knowledge of English grammar is recommended

L942 German II

You will continue to reinforce your skills in reading, writing, listening and speaking German. Continued stress will be placed on German culture and civilization, so timely in the light of German reunification and the new European renaissance.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: German I or equivalent

Portuguese Courses

Two types of Portuguese instruction are offered: Portuguese as a Foreign Language and Portuguese for Homespeakers.

PORTUGUESE FOREIGN LANGUAGE COURSES

These consist of Portuguese I and II; Portuguese III will consist of students from Level II of both Homespeakers and Foreign Language courses.

L005 Portuguese I

This course is for non-Portuguese speaking students and will teach Portuguese as a Foreign Language concentrating on the initial stages of learning the basic language skills, speaking, reading, writing, and listening, in Portuguese.

L930 Portuguese II

The direct follow up to Portuguese I above, the course will continue to develop the basic Portuguese foreign language skills.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: Portuguese I or equivalent

L932 Portuguese III

This course will combine Portuguese II students and Portuguese II Homespeakers students into an advanced level program designed to expand and embellish the basic skills already acquired. In addition, there will be more concentration on literature and conversation.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: L930/L931 or equivalent

PORTUGUESE FOR HOMESPEAKERS

Portuguese for Homespeakers is offered on two levels, I and II.

This program aims at addressing the needs of students who have grown up in a home where the dominant language spoken is Portuguese. The courses will stress correct grammatical usage in all learning skill areas and will remediate weak areas or areas of incorrect usage.

L007 Portuguese Homespeakers I

This course is designed to serve students who have completed an intermediate level of Portuguese, here or abroad, who have achieved an equivalent level and/or a good understanding of spoken and written Portuguese in school or at home. It aims to give students an insight into contemporary Portugal and a solid grasp of the Portuguese Language with the many cultural aspects of Portugal -- continental, the islands, Portuguese-speaking Africa, Asia, and the communities of the United States and Canada.

Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Basic, Prerequisite: Portuguese spoken at home or equivalent, even without formal study

L936 Portuguese II Homespeakers

This course continues and expands the skill development started in Level I. The next level to this course will be regular Portuguese III (L932).

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate



Russian Courses

L050 Russian I

The importance of the study of Russian in today's world cannot be overestimated. CRLS students need the opportunity of making a start and familiarizing themselves with the language and civilization of the world's largest country, the Soviet Union. A regular program in Russian, therefore, is envisaged for CRLS, to introduce our students to this great language, with the hope that they will follow up studies in Russian II, III, and IV, and later go forward to more advanced studies at the college level. This level includes basic conversation skills, introduction to grammar, and geography of the U.S.S.R.
Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate,
Prerequisite: None

L980 Russian II

The direct follow up to L050 Russian I with continued stress on conversation, grammar, and geography and introduction to poetry and songs in Russian. The hope is that students will be encouraged to continue Russian at CRLS and/or at college. Whoever has the constancy to follow through and attain proficiency in Russian, and can combine this skill with a viable career area, has the chance to make a brilliant future. Continued stress on conversation, grammar, and geography; introduction to poetry and songs in Russian.

Latin Courses

The department encourages students to choose Latin study, since more than the study of any other language, Latin can reinforce and enhance English expression and correct English usage in grammar and vocabulary. The formative value of upper-level Latin study cannot be underestimated. Text: "Latin Via Ovid".

L034 Latin I

Unlike in the other foreign languages, conversation in Latin is not emphasized. Concentration is on reading, vocabulary, grammar and culture. If you have trouble with English vocabulary and grammar, the study of Latin should strengthen your English. Further, Latin enhances the study of other languages. The CRLS Latin program follows a non-traditional and stimulating approach to this study. The text, *Latin Via Ovid*, leads into content which is taken from the poet, Ovid, who was inspired by a love for life, rather than from the author and general, Julius Caesar, whose writings were based on his war experiences. In abridged form, Ovid's *Metamorphoses* compose the cultural core of the course which stresses an appreciation for his narrative style and his interpretation of Greek mythology.
Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Intermediate,
Prerequisite: None, but good grades in English recommended

L982 Russian III

This course continues Russian study from Level II. Additional conversation practice, more poetry, songs, and geography.
Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Advanced,
Prerequisite: Russian II (L980) or equivalent

L984 Russian IV

The fourth year of Russian will include a comprehensive review of grammar and geography, the reading of short stories and newspaper articles, and continued work in conversation at an advanced level.
Credits: 10, Periods: 5, Grade Level: 11 or 12, Length: Year, Advanced,
Prerequisite: Russian III (L982) or equivalent

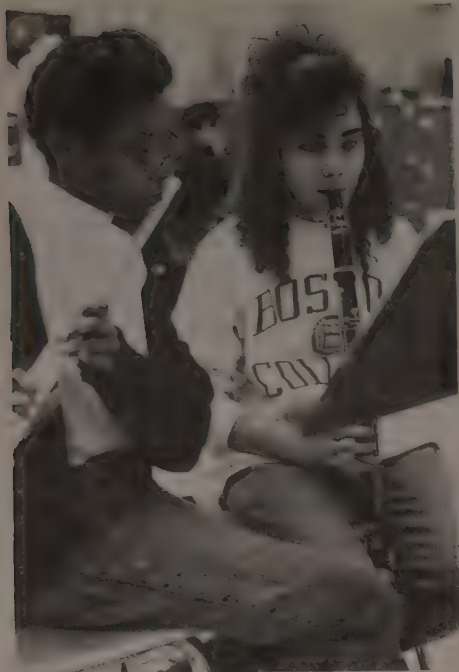
L924 Latin II

After a brief review of last year's work, you continue with further translations and grammar/vocabulary studies in Latin Via Ovid. Latin II provides in-depth work in structure, culture, and vocabulary, as well as an emphasis on etymology as a tool for increasing English vocabulary. Students will find this a great asset in preparing for the English SAT.
Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate,
Prerequisite: Successful completion of Latin I

L926 Latin III L928 Latin IV

These work toward the completion of the Ovid program, adding supplementary works of translation from other Latin authors such as Cicero, Catullus, Horace and Martial. Emphasis is placed on translation and usage of structures which are typically and strictly Latin. Students move away from word for word translations to more complex interpretations. Etymology and culture continue to be important parts of the program.
Credits: 10, Periods: 5, Grade Level: 11, 12, Length: Year, Advanced,
Prerequisite: Successful completion of Latin II (III)

MUSIC



Instrumental

I501 Beginning Instrumental Class

Students who have never learned to play a BRASS or WOODWIND instrument receive class instruction on an instrument along with the rudiments of music theory, instrument care and maintenance and performance techniques. Upon completion of this course, it is expected that the student will play in one of the high school bands. Marching band skills are also taught, and students in this class usually participate in the Thanksgiving Day Football Game half-time show and march in the Memorial Day Parade. Students may choose to study privately at Boston University or the CRLS Conservatory. It is necessary that students practice regularly in order to achieve proficiency on the instrument which they select. Outside preparation is required.

Credits: 10 (Variable), Periods: 5 (Variable), Grade Level: 9,10, Length: Year, Basic,

I021 Percussion Ensemble

Percussion Ensemble is a performing group which gives students an opportunity to develop expertise on all kinds of percussion instruments. Students will study, read, and perform intricate rhythms of various cultures. The Percussion Ensemble plays in concert with the CRLS Band for many school and community events and by itself for many other school and community functions. Some performances of this very popular group include River Festival, the Kwanza Celebration at CRLS, the Massachusetts Very Special Arts Festival, the Thanksgiving Day Football Game half-time show, and atop the Kiosk in Harvard Square. Public performance and outside preparation are required.

Credits: 4, Periods: 2, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: Ability to play drums or other percussion instruments

I022 Band C - Early Intermediate

Band C is recommended for band students with one or two years of instrumental study. This class is designed to help students gain technical skills on their instrument while playing with a group. Music reading, tone production and the basics of musicianship are stressed. Recent selections include *Star by Earth, Wind & Fire; My Prerogatives* and *One O'Clock Jump*. Students perform with the other bands for concerts, parades, and school events, and extra help is available before and after school to assure success in meeting the performance objectives. Interested students are eligible to take private lessons in special programs at Boston University, the Longy School of Music, or the CRLS Conservatory Program. Performance objectives and repertoire are the same as for Band A and B; however, the pace of the class is geared to students with less experience. Public performance and outside preparation are required.

Credits: 10 (Variable), Periods: 5 (Variable), Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: 1 or 2 years of instrumental study

I023 Band B - Intermediate

Band B is recommended for students who have had three or more years of instrumental study, or who have achieved mid-level technical proficiency on their instruments. Through preparation for concerts and other performances, the students experience a wide range of band music. Such pieces as Richard Rodgers' *Victory at Sea*, *Tribute to Glenn Miller*, Sousa marches, and other standard literature are learned as well as current rock and jazz selections. Instruction is designed to give students a background in music theory and develop further their performance skills. Preparation of marching field shows, playing for parades, school events and formal concerts give the student a well-rounded performance experience. Scholarship opportunities to study privately are available to

Dear Students:

The philosophy of the Music Department is to provide an opportunity for all students to receive a comprehensive music education. Through the study of a wide range of music literature (concert, baroque, classical, folk, jazz, rock, etc.) students can become intelligent consumers, producers, and/or creators of music.

The high level of motivation required for performance courses is an invaluable asset to educational growth. School performances and community service which contribute to developing a sense of responsibility in students are an integral part of the music activities.

Music, a major subject in our high school, is recognized by many of the better school systems and colleges as an important part of the total education of all students.

Most performance courses meet 5 periods per week for 10 credits. Students who are interested in vocal or instrumental music have the opportunity to study, experience, and perform a challenging repertoire. Students who cannot be scheduled for 5 periods may take these courses for fewer (1-4) periods with adjusted credits. Such courses are identified in this catalog as "variable" next to the designation of periods and credits. Piano classes meet 3 periods per week for 6 credits.

Unlike many other school systems, Cambridge provides music, accessories, and use of a school-owned instrument free-of-charge.

Solo, ensemble, and chamber music performances are encouraged.

We welcome new students as well as those of you who have performed in previous years. If you have any questions, please feel free to visit and/or call our office (A005) at 349-6786.

Anthony Apicella

Jean TePaske

Patricia Callan

Phyllis Cummings

Robert Ponte

Deborah Brown

James A. Smith, Jr

Keith Gibson

students through B.U., Berklee College of Music, the CRLS Conservatory Program and the Longy School of Music. Public performance and outside preparation are required. *Credits: 10 (Variable), Periods: 5 (Variable), Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: 3 or more years of instrumental study or mid-level technical proficiency*

I061 Band A - Advanced

Band A is recommended for juniors and seniors and other students who have achieved a high degree of technical proficiency on their instruments. This is the select band which performs music at an advanced level of achievement. Through preparation for concerts and other performances, students experience a wide range of band literature. In addition to performance skills, students gain knowledge of composers, musical styles, music theory and transposition. Interested students are encouraged to expand their skills through private study available at Boston University, Berklee College of Music, the Longy School of Music, and the CRLS Conservatory. Public performance and outside preparation are required.

Credits: 6 (Variable), Periods: 3 (Variable), Grade Level: 9,10,11,12, Length: Year, Advanced, Prerequisite: Advanced level technical proficiency on instrument

I062 Orchestra

Orchestra is open to all string players and advanced brass, woodwind and percussion players. The CRLS Orchestra offers students an opportunity to perform music literature of the highest caliber, representing all musical styles. Recent performances have included works of Mozart, Brahms, Tchaikovsky and Stravinsky. While learning these works, students gain knowledge of the composers, music theory, transposition and music history. There are special scholarship opportunities for interested students to study privately at Boston University, Berklee College of Music, and Longy School of Music. In addition, students attend area concerts and/or participate in the Northeast District Music Festivals. This is an outstanding performing organization. Outside preparation and public performance are required.

Credits: 10 (Variable), Periods: 5 (Variable), Grade Level: 9,10,11,12, Length: Year, Advanced, Prerequisite: All string players and brass, woodwind or percussion players by recommendation of Music Dept.

I063 Synthesizers I

An introduction to the basics of synthesizers. Students will become familiar with sound design, sequencing, drum machine techniques, computer interfacing, and composition. Class size must be limited.

Credits: 4, Periods: 2, Grade Level: 9,10,11,12, Length: Year, Prerequisite: 1 year of Piano Class AND permission of instructor

I064 Jazz Ensemble

Jazz Ensemble provides students an opportunity to study and perform jazz and rock of a highly challenging nature, utilizing styles of all periods. The ensemble is offered to advanced brass, woodwind, percussion, piano, guitar, and bass guitar players. The ensemble features standard "big band" instrumentation: 5 trumpets, 4 trombones, 5 saxes, piano, guitar, bass, drums. Performances in past years have featured work by: Earth, Wind & Fire, Chuck Mangione, Spyro Gyra, Maynard Ferguson, Count Basie, Hoagy Carmichael, and Woody Herman. During the process of learning this literature the Jazz Ensemble studies the composer, jazz theory, transposition, and improvisation.

Scholarship opportunities for private lessons are available for Berklee School of Music, Boston University, School of Fine Arts, and the Longy School of Music. Students are invited to attend area concerts and workshops, and/or participate in the Northeast District Music Festival. Recent performances have included the Cambridge River Festival, the Cambridge Jazz festival, the Governor's Inauguration, Nightstage, several local television programs, and a 2 week tour of the Soviet Union. Outside preparation and public performance are required. Membership is strictly by audition.
Credits: 4, Periods: 2, Grade Level: 9,10,11,12, Length: Year, Advanced
Prerequisite: All members must belong to the CRLS Band, Orchestra or Choral Groups, and pass an audition.

1965 Synthesizers Independent Study

Individual students who have passed Synthesizer I will take private instruction and have lab time. Meeting times will be arranged with the instructor. Projects are assigned each quarter and a live performance is required.
Credits: 1, Periods: 2, Grade Level: 10,11,12, Length: Year, Advanced, Prerequisite: 80 or above in Synthesizer I AND permission of instructor

Choral

1070 Chorus

Cambridge R&L Chorus invites all students who have a desire to sing. The Chorus offers members the opportunity to develop their voices, strengthen their partsinging ability, and gain valuable performing experience. Various styles of music including current popular hits, ballads, jazz, classical, and folk will be studied and performed in class and in public performances throughout the city. Those who become involved in the CRLS Chorus will also gain a basic understanding of how to read music. The two major productions of each year, the winter and spring concerts, are high points of the CRLS Music Department's calendar and require extra preparation and total participation. Students also participate in musicals such as *Oklahoma*, *Music Man*, and *Annie*.
Credits: 10 (Variable), Periods: 5 (Variable), Grade Level: 9,10,11,12, Length: Year, Multi-Levelled, Prerequisite: None

1074 Gospel Choir

Gospel Choir is open to all students who have a desire to sing traditional and contemporary gospel music. Students learn to sing by ear, but some music reading is required. Outside preparation and public performances are required.
Credits: 4 (Variable), Periods: 2 (Variable), Grade Level: 9,10,11,12, Length: Year, Multi-Levelled, Prerequisite: None

1727 Voice Training I

Each student receives individual attention in the voice class. Singers will gain knowledge of correct vocal breathing, how to read music, and how to prepare for an audition. A wide variety of music will be used including show tunes, pop, classical and folk. Experience in solo singing and part singing will be developed. Participation in the annual winter and spring concerts is required of all voice students.
Credits: 10 (Variable), Periods: 5 (Variable), Grade Level: 9,10,11, Length: Year, Intermediate, Prerequisite: Selection by audition and/or recommendation of the Music Department staff

1920 Voice Training II

Voice Training II students study and perform solos in other languages including Italian, French, and German. Emphasis is placed on strengthening vocal and performance techniques. Students who are interested in a solo performance career would benefit from this aspect of solo singing. Participation in the annual winter and spring concerts is required of all voice students.
Credits: 4, Periods: 2, Grade Level: 10,11,12, Length: Year, Intermediate
Prerequisite: Voice Training I, Vocal Ensemble or Private Voice Lessons

1960 Vocal Ensemble

Vocal Ensemble is offered to the most advanced choral members of the CRLS Music Department. Students in the choral and instrumental classes who become part of this ensemble participate in the highest level of individual and group performance in the school and community. Members of the Vocal Ensemble participate in the winter and spring concerts, compete in the Northeast District Music Festival, and often qualify to audition for scholarships for private study at Longy School of Music. Involvement in these activities requires extra preparation and total participation.
Credits: 10 (Variable), Periods: 5 (Variable), Grade Level: 10,11,12, Length: Year, Advanced, Prerequisite: Selection by audition and/or recommendation of the Music Department staff

Piano/Theory/History

1071 Piano Lab

The laboratory approach offers students the opportunity to develop basic keyboard techniques and music reading skills. It provides the opportunity for large and/or small ensemble playing, accompaniment playing for chorus, band, and orchestra, as well as solo performance. Coordination of sight and sound combined with finger dexterity is emphasized. The rudiments of keyboard theory, ear training, memorization, and basic harmonization are developed through the use of various accompaniment styles and improvisation. Opportunities are provided for formal and informal performance and a Piano Recital is given at the end of each year. Outside preparation is required.
Credits: 6, Periods: 3, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

1072 Theory/Harmony

This course is designed for the various needs of the choral and instrumental music students. Reading music notation is taught through musical exercises dealing with music symbols, rhythm, construction of intervals, major and minor scales and chords. Also included is a study of voice and instrument ranges, transpositions and written music.
Credits: 4, Periods: 2, Grade Level: 9,10,11,12, Length: Year, Prerequisite: None

1073 Music History

The music history course is designed to develop in students the ability to listen intelligently to music and to understand changes in music as related to cultural, political, and social influences. The art of listening can be as demanding and satisfying as performing. The course will include a survey of music literature and a study of various styles of music.
Credits: 6, Periods: 3, Grade Level: 9,10,11,12, Length: Year, Multi-Levelled

1024 Bell Ensemble

Students learn to play melodic percussion instruments such as xylophone, bell lyra, glockenspiel and marching keyboard instruments. This course is recommended for students who have a basic knowledge and proficiency on piano. The Bell Ensemble performs at concert and marching events.
Credits: 2, Periods: 1, Grade Level: 9,10,11,12, Length: Year, Intermediate, Prerequisite: One year of Piano lessons

1925 Music Video Production Lab

Students will learn the technical and production aspects of making a music video. The technical side will include the producing and directing, setting up cameras, placement and focusing of video lighting, working with sound equipment, editing the finished video and audio tapes into a clear video format, and making high quality dubbed copies of the finished product. The production side will consist of developing ideas and concepts for a music video, finding locations for the actual shooting, writing stories and scripts, and developing story boards and sequence charts. The edited tapes will include the students names and credits and will be distributed to hospitals, nursing homes, libraries and local cable TV to benefit the Cambridge schools and the community.
Credits: 4, Grade Level: 10, 11, 12, Length: Year, Intermediate, Prerequisite: One year Video course at CRLS or at an accredited institution (CCTV, BFVF, etc.) AND permission of the instructor.

1966 Piano Independent Study

Individual students who have passed one (1) year of Piano Lab will have private lab time. Meeting times will be arranged with the instructor. Repertoire will be assigned and performance required.
Credits: TBA, Grade Level: 9,10,11,12, Length: Year, Prerequisite: 80 or above in first year Piano Lab Class AND permission of instructor

MUSIC DEPARTMENT ALUMNI

"Playing the piano is the gift I give myself after a hard day's work."
 Kyung-In Lee, Class of '83, Language Teacher, Korea

"I've made many long and lasting friendships while playing in the Band and Orchestra at CRLS. I learned a lot about music and myself."
 Joan (Joannie) Connell, Class Of '83, Computer Engineer, Silicon Valley, CA

"The music teachers at CRLS gave me the encouragement I needed to go on to college and become a flute performance major and a good music teacher."
 Jacqueline (Jackie) Aronowitz, Class of '83, Flute Teacher, San Diego, CA

"I've always loved to sing. The Choral classes at CRLS gave me the opportunity to develop not only my voice but also my own confidence."
 Sarah Hilman, Class of '87, Vocal Major-Jazz/Classical, N.E. Conservatory of Music

"Music is much more than a few words and sounds. You'll be surprised at the lessons you learn. Self-discipline, motivation, interaction with others are traits you need to develop in high school, but the difference is you'll enjoy it."
 Dominic Rizzo, Class of '77, President, Videoproz & Hyde Park Video

"I enjoyed music in high school. As a commuter to college classes, I didn't meet many classmates until I became involved in music activities. I still perform with the Harvard University Summer Band and also enjoy returning to CRLS and helping out with Music Department programs.
 I also earn extra money as a professional musician."
 John Caulfield, Class of '74, Lease Administrator, Shop & Shop Company; Member, Northeastern Band and Orchestra

"I shall never forget my happiest time of day at CRLS - 'the piano class'.
 Youraphan Ngoayvathn, Class of '89, Laotian Student

"The music program is wonderful! Special thanks to Ms. Cummings, piano teacher."
 Soo Jeong Lee, Class of '83, Master's Degree Program in Applied Piano, University of Lowell

"The Music Department is my family at CRLS."
 Sarah Hwang, Class of '82, Doctoral Candidate, Catholic Memorial University

"I want to thank the Music Department for all the love and support given to me. I was made to feel important and found confidence in singing the music I love."
 Phaedra Butler, Class of '86, Contract, Capitol Records; Recording with 9.9 from Boston; Album with New Kids on the Block

"CRLS is a total experience in music. Without the excellent musical training, I could not have achieved the professional level of success for my career."
 Bobby Tynce, Class of '82, Berklee College of Music (Full Scholarship); Professional saxophonist/songwriter in Boston/NY

PHYSICAL EDUCATION & HEALTH

All students must earn 16 credits in physical education and pass a swimming course to graduate. The course work will include activities in fitness, individual and dual sports, team sports, aquatics, and adventure courses. Students should participate in a regularly scheduled physical education class. Students who fail to meet the requirements will not graduate.

STAFF

Lynne Yeamans
Director
William Bates
Assistant Director

PHYSICAL EDUCATION STAFF

Maxine Berry
Edward Fratto
George Greenidge
Clyde McCarthy
John Noble
Alfred Priest
Eileen Taxe-Levine
Linda Town
Michael Weaver

HEALTH STAFF

Nancy Carroll
Joseph Colanino
Gertrude Mullenmeister
William Timmins
Joseph Moran
Pool Technical Assistant

CREDIT

Physical education credit is awarded on a variable basis by quarter. A course meeting 3 times per week for one quarter = 1.5 credits. A course meeting 2 times per week for one quarter = 1.0 credit. Each student must meet designated course requirements to earn credit. Otherwise, a failure (F) will be recorded and the quarter's work must be made up. Health/human development credit is earned based on the work completed in one semester. It is a 5 credit course and meets 5 times per week.

MEDICAL

Students who have medical problems will obtain a medical evaluation form from the Director of Physical Education and have their personal physician fill out the requested information. Students whose medical problems do require an exemption from physical education will not be given any credit.

UNIFORM

Each student will wear appropriate clothing for the activity. A jersey, pair of shorts, or warm up pants, socks and sneakers are required for participation in the gym. Pool wear requires a bathing suit, cap for long hair, and a towel.

GRADE NINE PROGRAM

All 9th graders participate in physical education which includes swimming and health education. The health/human development course is held 5 times per week for one semester (two quarters). The physical education program is conducted 5 times per week during the other semester (two quarters). One class sequence is Monday, Wednesday, Friday. The other class sequence is Tuesday, Thursday. Students who are registered in the dance program in lieu of physical education must pass a swimming course and earn 5 credits in health before they graduate. (Students' schedules may be modified to accommodate their assigned program, i.e. House, Academy, Leadership, and so forth.)

ELECTIVE PROGRAM

Sophomores, Juniors and Seniors participate in an elective program. Students elect at least one activity per term. The activity may be one that meets on a Monday, Wednesday, Friday sequence and has a 1.5 credit value or one that meets on a Tuesday, Thursday sequence and has 1.0 credit value. During the three (3) academic years, it is recommended that the student take two (2) fitness activities, two (2) individual/dual activities, and two (2) team sport activities.

LEVELS

Courses will be offered in four categories: the first category is Basic or Beginner (B). The student's experience in the activity is limited. The second is Intermediate (I). The student has had some exposure to the activity and wishes to improve her/his basic skills. The third is Advanced (A). The student, who at this level has mastered the fundamentals of the activity, is ready for an in-depth experience in the particular skill area. The fourth is an Open or Multi-Levelled category (ML). All students, regardless of ability, are eligible to participate.

Health

F170 Health/Human Development (C170, C180, C190)

An interdisciplinary approach to health/human development is available to all ninth graders. This program is offered through a collaborative effort of the Health Education and Home Economics Departments for required health credit. Like all courses under the auspices of Health Education, the course stresses the development of self-esteem and provides students an opportunity to discuss their feelings, attitudes and values about health related topics. Life skills such as communication, decision-making, resisting peer and media pressure, coping with feelings, using resources and getting along in families are taught. These courses seek to increase students' knowledge of sexuality, drugs, alcohol, nutrition, personal health, violence and disease prevention.

Credits: Variable, Periods: Variable, Grade Level: 9, Length: One or two semesters; Introductory, Prerequisite: None

F901 Peer Leadership I - Substance Abuse Prevention, AIDS and Dating Violence Awareness

Learn techniques and skills that you will use in helping younger students say "No" to drugs and alcohol. Training includes information on drugs and alcohol, exploring personal attitudes on alcohol use, and skills for presenting this information to sixth grade students in Cambridge.

Credits: 5, Grade Level: 10,11,12, Length: 4 quarters, Prerequisite: None

F902 Peer Leadership II - Substance Abuse Prevention, AIDS and Dating Violence Awareness

This course is open to students who have completed training in Peer Leadership I. These trained leaders will conduct a series of "rap group sessions" with sixth graders in Cambridge elementary schools. All students will visit elementary schools each quarter.

Credits: 5, Periods: 1/week plus afternoons, Grade Level: 10, 11,12, Length: 4 quarters, Prerequisite: P901 Peer Leadership I

Physical Education: GRADE NINE

First year students participate in physical education for one semester. This curriculum includes swimming, fitness, dual sports, and team sports. Students participate in one course from each program area.

Aquatics

P103 Non Swimmer

P123 Advanced Beginner/Intermediate

Fitness

P177 Weight Training

P178 Exercise Aerobics

Dual

P101 Badminton I

P104 Tennis I

Team

P105 Basketball I

P106 Volleyball I

Credits: Up to 5, Periods: 5, Grade Level: 9, Length: Semester; Courses range from Basic, Intermediate to Multi-Levelled; Prerequisite: None

Physical Education

P970 Cardiopulmonary Resuscitation

The standard Red Cross Community CPR course will be taught. If the student successfully completes the written and practical tests, a certificate will be awarded.

Credits: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-Levelled

P971 Standard First Aid

The standard Red Cross First Aid course will be taught. If the student successfully completes the written and practical tests, a certificate will be awarded.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-Levelled



Team, Individual & Dual Activities

P905 Basketball I

The focus of this course is on skills basic to the game: pivoting, passing, moving with and without the ball, and shooting. Skill tests will be utilized to measure individual improvements. Knowing the fundamental rules, fouls and violations, and working as a team will also be an emphasis.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Basic

P925 Basketball II

Students at this level know the basic rules. The focus will be on refining the skills of the various types of passes, of lay up shots, jump shots, free throws, and of offensive and defensive play. Skill tests will be administered.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Intermediate, Prerequisite: P905 or basketball experience

P906 Volleyball I

This unit emphasizes four basic skills: the bump, set, spike, and the serve as well as positioning on the court for effective play. This course is not recreational volleyball. Students are expected to practice skill techniques. Skill level will be measured with volleyball skill tests. Students will also become familiar with the rules governing the game.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Basic

P926 Volleyball II

This level of volleyball includes a review of the basic bump, set, spike and serve. Other areas to be covered include the overhand serve, the dig with a slide recovery, and setting blocks.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Intermediate, Prerequisite: P906 or volleyball team experience

P973 Recreational Games

This course consists of a variety of games which encourages group cohesiveness in both competitive and non-competitive situations. Some games will be modified from sports activities and be familiar. Other will not. There will be tag games and fun twists to "old" games. Students will also have the opportunity to design their own games.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-Levelled

P901 Badminton I

This course is an introductory unit covering racket selection, grip, forehand, backhand strokes, and serving techniques. The emphasis is on hand-eye coordination and body positioning for efficient play. A test for badminton skills will be administered.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Basic

P908 Track

This unit introduces the participant to the various track events, middle distances, hurdles, field events, and relays. Types of training and conditioning for these events will be discussed and practiced. Students will evaluate their body type, interest, and level of fitness for the various running events.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Basic

P904 Tennis I

This course serves as a basic introductory unit for tennis. Emphasis is placed on skill development, forehand and backhand strokes and serving. Modified games will be played in order to provide as much skill practice as possible. A tennis skills test will be given.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Basic

P924 Tennis II

Intermediate tennis includes a review of the basic serve, forehand and backhand strokes, and the rules of the game. Emphasis is placed on improving and volleying skills, net play and serving techniques by more efficient footwork and body position. Evaluation will be conducted by rating doubles play.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Intermediate, Prerequisite P904 or tennis experience

P962 Tennis III

Students are expected to demonstrate fundamental tennis skills in a consistent and efficient manner. Focus is placed on the skills and strategies of playing singles and doubles in order to play a high level of tennis.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Advanced, Prerequisite: P924 and permission of instructor

P909 Introduction to Golf

Students will be introduced to the game of golf by learning the use of basic clubs. The fundamentals of driving, fairway play, approach shots and putting will be taught. Experienced players are encouraged to take this course. A portion of their time will be spent assisting in the instruction of novice players.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: 1 Quarter, Basic

P975 Dance Aerobics

This course is a fitness program emphasizing moving with the beat. Students practice and create dance routines while increasing individual endurance levels.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-Levelled

P977 Weight Training

The focus of this course is the improvement of muscle tone and muscle strength.

Muscle groups and their functions will be studied. Students plan workouts based on specific muscle groups and then exercise using the universal machine and free weights.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-Levelled

P978 Exercise Aerobics

This course provides an opportunity for students to focus on fitness. Exercises which may be performed to contemporary music are designed to raise heart rates so that cardio-respiratory (heart-lungs) fitness may be improved. Students will be taught to take their own pulse (a measure of heart rate) to determine whether or not the exercise was beneficial. Nutrition, weight control, and exercise are key elements of the course.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-Levelled

P972 Sports Rules and Officiating

The focus of this course is the introduction of the rules of various sports in terms of officiating. For example in the fall the emphasis is on soccer, volleyball, and football. In the winter it is basketball, track, and swimming and in the spring the sports are softball, baseball, and tennis. Class time is divided between the classroom and the gym. It is an excellent opportunity to begin learning about officiating various sports events. Competent officials for sports events for women and for men are well paid.

Credits: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-levelled

P974 Nutrition/Exercise Fitness

This course informs the students of specific techniques used to appraise one's physical well being. Students assess their own fitness level. A combination of recommendations for healthy nutritional practices (diet) and specific exercise programs give the students a firm basis for the development of a personal wellness program. Class time is divided between classroom instruction and fitness workouts.

Credits: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-levelled



Aquatics

P903 Non Swimmer

Basic water survival skills, adjustment to the water and skills for the Red Cross beginner and advanced beginner certificate are covered. Students will be subdivided into the appropriate ability level for this beginner course.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Basic

P923 Advanced Beginner/Intermediate Swimmers

This course is the Red Cross Intermediate Swimmer level program. The student is comfortable in the deep water and is ready to practice the skills needed in order to be a more proficient swimmer. These skills include the scissors kick, the breast stroke, the crawl, the elementary backstroke and a five minute swim.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Intermediate, Prerequisite: Red Cross Advanced Beginner Certificate

P960 Life Guard Training I

This course provides instruction in the Red Cross Life Guard Training program. The unit required two consecutive quarters for completion, P960 and P961. CPR and First Aid certifications are required for most life guard positions.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Advanced, Prerequisite: Red Cross Swimmer

P961 Life Guard Training II

This course is part II of P960. If the student passes the written and practical tests a Red Cross certificate will be awarded. Receiving the certificate will permit the student to apply for a position of life guard. CPR and First Aid certifications are required for most positions.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Advanced, Prerequisite: P960

P927 Swimming for Fitness

The goal of this course is to improve cardiovascular fitness by swimming continuous laps. Skill instruction is provided in order to gain more efficient swimming strokes.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Intermediate, Prerequisite: Red Cross Intermediate Certificate

P975 Aquatic Exercise

Aquatic exercise is non stress, low impact exercise conducted in the small swimming pool. You do not have to be a swimmer to join this class. You do need enthusiasm and a bathing suit. (NO WET HAIR). However, this course does NOT substitute for the swimming requirement.

Credits: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-levelled

Urban Modification of Project Adventure (UMPA) & Outdoor Education

P981 Indoor Adventure Ropes Course

Indoor Adventure Ropes Course: Project Adventure is a nationally accepted public school version of the renowned Outward Bound program. U.M.P.A. is our URBAN MODIFICATION OF PROJECT ADVENTURE. This course consists of a series of increasingly challenging projects and activities in which confidence, self-esteem, group trust, and cooperation are built as students conquer each successive challenge. These activities include non-competitive New Games and "Non-Games", Ropes Course obstacles (low and high), group initiative and group trust problems. Inexperienced and experienced students are needed. The object of the High School Adventure Curriculum is to have the students take responsibility for themselves on the ropes. Belaying techniques will be taught and reviewed. This responsibility will be transferred from the teacher to the students.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-Levelled

P985 Canoeing

This unit is an introduction to the skills and techniques of canoeing. The course will include: swimming tests, safety precautions, equipment, proper strokes, maneuvering, capsizing, taking a trip, etc. A student fee will be charged. The class meets each scheduled period during the term and takes an activity-centered one day field trip.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-Levelled, Prerequisite: Ability to pass appropriate swimming test

P986 Cross Country Skiing

Cross-country skiing is an individualized program for all level skiers. During actual skiing sessions, students will be able to ski and practice techniques with students of similar ability. The novice will receive specific instruction. Content areas include: theory, stretching, fitness and conditioning tips, appropriate clothing and gear and specific skills. A student fee will be charged. The class meets each scheduled period during the term and takes an activity-centered one day field trip.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-Levelled

P987 Downhill Skiing

Downhill Skiing is an individualized course for all skiers. The course includes instruction in skills, fitness, conditioning, appropriate clothing, equipment and fittings, etc. Lessons will be given by professional ski instructors at top-ranked ski areas. A student fee will be charged. The class meets each scheduled period during the term and takes an activity-centered one day field trip.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Basic

P989 Sailing

This unit is an individualized sailing course to be conducted in collaboration with Community Boating, Inc. at the Hatch Shell on the Charles River. Beginning and experienced students are encouraged to participate. Opportunities for students to pass the Helmsman Test will be given. A student fee will be charged. (This fee will include additional sailing opportunities for the students through Community Boating, Inc.) The class meets each scheduled period during the term.

Credit: Variable, Periods: Variable, Grade Level: 10,11,12, Length: Quarter, Multi-Levelled, Prerequisite: Ability to pass appropriate swimming test.

P991 Enterprise Co-op Outdoor Adventure I

This is a Fall course which brings students into New Hampshire or Vermont on a 3-day overnight wilderness trip. Students will work together to make this rugged adventure an enjoyable learning experience for all. The trip includes backpacking, orienteering and rock climbing. A student fee may be charged.

Credits: Variable, Periods: Variable, Grade Level: 9,10,11,12, Length: Quarter, Multi-Levelled, Prerequisite: Permission of instructor

P992 Enterprise Co-op Outdoor Adventure II

This is a Winter course which involves a 3-day overnight trip to Northern Vermont. Students will learn how they can work together to have fun in the woods even in the midst of winter. During the day, students will make ice huts and igloos, as well as have the opportunity to cross-country ski. The 2 wood-heated AMC cabins on Wheeler Pond will be available for lodging. A student fee may be charged.

Credits: Variable, Periods: Variable, Grade Level: 9,10,11,12, Length: Quarter, Multi-Levelled, Prerequisite: Permission of instructor

P993 Enterprise Co-op Outdoor Adventure III

This is a Spring Elective which will bring students on a 3-day adventure along the Connecticut River, Vermont. Students will work and learn together as they travel by canoe down the Connecticut River, camping and fishing along the way. A student fee may be charged.

Credits: Variable, Periods: Variable, Grade Level: 9,10,11,12, Length: Quarter, Multi-Levelled, Prerequisite: Permission of instructor

P995 Enterprise Co-op Rowing

This course is designed as an Enterprise Co-op Adventure elective. The two rowing vessels, modeled after 18th century "dory" boats, have been made by Enterprise Co-op students in their carpentry shop. After learning dory-proofing and survival skills in the War Memorial pool, students acquire the ability and endurance to row and maneuver these boats over long distances through practice sessions on the Charles River and at the Hull Lifesaving Museum. An overnight trip to one of the Boston Harbor islands is the culminating activity. This coeducational program is run in conjunction with the Cambridge Council, Boy Scouts of America, as a Sea Scout Explorer program.

Credits: Variable, Periods: Variable, Grade Level: 9,10,11,12, Length: Quarter, Multi-Levelled, Prerequisite: Permission of instructor

READING

STAFF

John P. Sennott
Teacher-in-Charge

Judith Devine
Carole Mikelson
William Reagan, Jr.

All Reading Department courses are characterized by an emphasis upon the specific, individualized needs and concerns of each student who enrolls and participates in the various programs of academic instruction offered by this department. The ultimate goals of such an effort are twofold:

- 1) To develop further the capabilities and maximize the potential of each learner in the attainment of increased proficiency in the areas of reading, thinking and study skills.
- 2) To foster in our students an understanding and appreciation of the reading process that will enable them to not only utilize their reading capabilities for the gathering of knowledge and information, but to also view reading as an activity that will provide joy and entertainment throughout their lives.

Students generally enroll in Reading for a full year; two semesters. First semester courses end in "01"; second semester courses end in "02". The student should be enrolled in two linked or consecutive semesters. Five (5) credits will be awarded for the successful completion of each semester.

- R101/102 Reading Lab I
R201/202 Reading Lab II
R301/302 Reading Lab III
R401/402 Reading Lab IV

These courses are designed primarily for students who are experiencing difficulty in developing necessary levels of competence in basic reading and study skills activities. Based upon a careful, complete assessment of each learner's strengths and weaknesses, an individualized program of instruction will be tailored to the specific needs of that student. The goal of such an effort is to enable the youngster to develop his/her reading/thinking/study skills ability level to the point where the student will be able to function in an effective and efficient manner in all other courses on the student's academic schedule, as well as in any reading situation or activity that the student encounters beyond and outside of the secondary school environment. (This course is a substitute for the standard English course and meets the English graduation requirement.) Credits: 10, Periods: 5, Grade Level: 9,10,11,12, Length: Year, Basic Prerequisite: READING TEAM REFERRAL; STUDENTS MAY NOT SELECT THIS COURSE OR ENROLL UNTIL A WAIVER REFERRAL PROCESS HAS BEEN COMPLETED; SEE YOUR GUIDANCE COUNSELOR OR ANY READING TEACHER FOR DETAILS.

Reading Lab I is primarily for Freshmen; Reading Lab II for Sophomores; Reading Lab III for Juniors; Reading Lab IV for Seniors.

Language Arts Department.

Credits: Variable, Periods: Variable, Grade Level: 9,10,11,12, Length: Semester, Intermediate, Prerequisite: Teacher or Guidance Counselor recommendation

R991 S.A.T. Preparation

This short term course offers the student the opportunity to prepare for the Scholastic Aptitude Test. He/she is introduced to the format, content and test-taking strategies that are applicable to the SAT. Students will be made aware of resources that will be useful in preparing for the exam, as well as self-help guides and the availability of tutoring assistance. Each student will be administered a complete SAT battery; the results of which will be scored and analyzed in order to pinpoint student's strengths and weaknesses and, based upon that analysis, recommend further study for the student. This course is recommended for Juniors and Seniors.

R020 Critical Reading/Thinking/Study Strategies

An individualized and group program of instruction will be developed to assist students in their efforts to improve their vocabulary, word recognition, and study skills, as well as their overall reading comprehension capabilities and speed of reading levels. A series of diagnostic procedures will be utilized in order to devise a prescriptive set of activities that will address the specific needs and concerns of each participant. This course is intended for those students whose academic skills are approximately at or above grade level and who wish to further refine and develop those capabilities. This course is an elective; it is taken in addition to the student's regular English course offered by the



HOUSE A LEARNING CENTER

If interested in speed reading? Want help with that research report? Like to improve your note-taking abilities? Looking for suggestions that will aid you in preparing for examinations? Could you benefit from an SAT Review and Preparation course? Consider developing your memory skills? Then REMEMBER THIS!

The House A Learning Center is an academic support program that will assist you in improving your learning strategies and critical thinking abilities in activities such as those above and in numerous other study skill areas as well. The main focus of the center is to help you apply these skills to all your academic classes and courses of study in a more effective and efficient manner.

The House A Learning Center exists for you! GIVE IT A TRY! It is located on the 3rd floor of the Rindge building in Room R339. The Center is open Monday through Friday, before school, periods 1 through 7, and after school. For more information contact Ruby Pierce, House A Administrator or John Sennott, Teacher-in-Charge (R339).



SCIENCE

The science courses offered at C.R.L.S. are designed to produce an organized sequence of experiences that will help students develop an understanding and appreciation of the physical world in this technological age. Included in these experiences are: 1) the ability to distinguish between scientific evidence and personal opinion by inquiry and questioning; 2) the ability to recognize the role of observation and experimentation in the development of scientific theories; 3) the skill to gather information through laboratory, field trips, and library work; 4) the capacity to understand, in some depth, the unifying concepts of life and physical sciences.

The department provides a wide variety of science courses in the areas of biological and physical sciences. The chart of course offerings shows several possible sequences of courses in the sciences. Any science teacher or a guidance counselor will help you select the proper sequence according to your past experience in science, interest, and future plans.

STAFF			
Al Weinstein Teacher-in-Charge	Ward Gay Maureen Havern Jack Haverly Dr. Milton Hopkins Dr. Angela Johnson Marlene LaBossiere	Marian Levinstein Thomas McCarthy Edward McGillicuddy William McGinness Dr. William McLaurin Maureen Murphy	Fenton Nelson-Stirling John Samp Mary Splaine Tad Sudnick Grace Taylor
Dr. Martha Bedrosian Esther Mary Farrington			



S170 Scientific Principles (S180, S190)

This course provides an introduction to the basic principles of Mechanical Physics, Physical Science and Chemistry. Teacher collaboration and an experimental approach make for a unique educational opportunity especially designed to give 9th grade students a strong start in high school level science.

Credits: 10, Periods: 5, Grade Level: 9, Length: Year, Multi-levelled, Prerequisite: None

S820 Astronomy S821 Meteorology

Astronomy is a study of our solar system and is designed to appeal to all students. The course includes night trips for stellar observation and telescope use. Meteorology covers weather patterns, climate and forecasting.

Credits: 5 each, Periods: 5, Grade Level: 11,12, Length: Semester each, Intermediate, Prerequisite: Previous course in science

S901 General Biology

General Biology is a survey course where the five kingdoms of living things are explored. This provides the student with an awareness of life forms from the cell to more complex organisms while providing an appreciation for similarities amongst all living things. Class work includes laboratory investigations, demonstrations and minimal dissecting.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Basic, Prerequisite:

S920 Biology

Biology is an intermediate course where the basics of Biology are investigated and applied in laboratory work, microscopy, and dissecting. Included in the year long study is cell structure, cell division, reproduction, genetics, immunity, evolution, basic ecology, and an in-depth study of the five kingdoms of living things. Focus is upon awareness and appreciation for life forms from the cell to more complex organisms and the similarities among all living things.

Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: None

S565 Intensive Biology

Intensive Biology is an accelerated introductory course which provides students with an understanding of the fundamental concepts of the cell, genetics, evolution, ecology, plants, animals, and human systems. Students will be expected to form hypotheses, do experiments, collect data and draw conclusions. Critical thinking skills are emphasized. Freshmen who have a keen interest and a proven attitude in science are encouraged to enroll. A science fair project is mandatory.

Credits: 10, Periods: 5, Grade Level: 9,10, Length: Year, Advanced, Prerequisite: Previous academic excellence in science

S840 Anatomy/Physiology

Biology 2 is a comprehensive second year course for those students who have done well in introductory biology. Its focus is human biology including all the systems of the body; genetics, evolution, embryology, and bioethics. The dissection of the rabbit is the major lab. A science fair project is mandatory.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate, Prerequisite: Biology 1 (Grade of 80 or above is recommended.)

S859/H859 Psychobiology

The course attempts to combine content from the two disciplines, biology and psychology, so as to enable the student to observe behavior from both perspectives. Topics include creativity, intelligence, learning, neurobiology, motivation, sociobiology, personality, mind-body issues, and psychopathology. A term paper is required.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate/Advanced, Prerequisite: Biology recommended

S465 Advanced Placement Biology

A.P. Biology is a college level course that builds on the knowledge obtained in Biology I and extends further into molecular, organismal and evolutionary biology. This course prepares the student for the A.P. Exam given in May by the College Entrance Board. A score of 3,4, or 5 is accepted by cooperating colleges who grant college credit.

Credits: 14, Periods: 7, Grade Level: 12, Length: Year, Advanced, Prerequisite: Biology & Chemistry. It is recommended that a student will have demonstrated academic excellence in each of these subjects.

S810 Ecology and Environmental Science

The first third of this course is devoted to laying down an understanding of ecological principles that will act as a framework for the course. The second third of this course explores environmental resources, how they are being used and misused, and how resource misuse affects ecosystems and our future. During the last third of the course students will use their knowledge of ecology and the environment when learning how to effectively and intellectually develop and offer alternatives to some specific environmental problems.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate, Prerequisite: Either a Biology, Chemistry or Scientific Principles course

S867 Biotechnology

Introduction to organic chemistry, biochemistry, and molecular biology with laboratory. Open to 11th and 12 year students.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Advanced, Prerequisite: One year Intensive Biology, One year Chem Study

S070 Greenhouse Biology

The scope of this course is broad. The first sixteen units contain introductory material about plant cell structure, cell division, simple growth, asexual and sexual reproduction, and the general plant life history cycles. Emphasis is placed on structures, functions and histories of major plant groups. The greenhouse is a living laboratory in which activities come from a variety of resources. Greenhouse management, which includes heating, water and ventilation, is a must. There is a function in the greenhouse in each month and season. The jobs to do - the flowers to enjoy - the plants and propagation are unique learning experiences.

Credits: 10, Periods: 5, Grade Level: 11,12 preferred, Length: Year, Multi-Levelled, Prerequisite: One year of science

Possible Sequences in Science 9-12				
GRADE	BASIC	INTERMEDIATE	ADVANCED	ADVANCED
Grade 9	Scientific Principles S170	Scientific Principles S170	Intro Physical Science S560	Intensive Biology (565)
Grade 10	General Biology S901	Biology S920	Intensive Biology S565	Chem Study S660
Grade 11	General Chemistry S801 or Ecology S810	Chemistry S822 Chemistry S822a	Chem Study (S660)	PSSC Physics (S865)
Grade 12	Physics S830 or Ecology and Environmental Science S810	Physics S830 or S835 or Biology II S840 or Astronomy/Meteorology S820/S821 Geology S830	PSSC Physics S865	A.P. Chemistry (S460) or A.P. Biology S465) or A.P. Physics (S866)
Interdisciplinary Sciences	Greenhouse Biology S070	Oceanography S831	Psychobiology S859 Biotechnology S825	
Students who intend to pursue further education in competitive 4-year colleges, state universities, schools of engineering, or science related technical programs should take intermediate and advanced level courses.				

Scientific Principles is offered as a multi-levelled course in both The Academy (S180) and the Leadership School (S190).

S560 Introductory Physical Science

I.P.S. is an intensive laboratory course based on the idea that the student's ability to understand the discoveries of others rests on his/her having real experiences in experimental science. Students will formulate and test hypotheses, collect and analyze data by mathematical methods, and keep a laboratory notebook. Topics include conservation of matter, solubility, radioactivity and the atomic model of matter.

Credits: 10, Periods: 5, Grade Level: 9,10, Length: Year, Advanced,

Prerequisite: 8th grade math average of 80 or above

S830 Physics

Modern approaches in teaching basic concepts in physics are utilized. The course is divided into six units: mechanics, matter and energy, wave motion, electricity, magnetism, and electronics. Emphasis is always placed on scientific principles, but no attempt is made to completely separate science from technology.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate,

Prerequisite: Algebra I

S835 Project Physics

This course introduces the student to all the major concepts of physics. The topics covered are motion and forces, electricity, magnetism, light, heat, sound, and concepts of the atom. It is intended to prepare students for introductory college physics, but it is also suitable for students who do not intend to further their studies in science.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate,

Prerequisite: Algebra II and another lab science course

S865 PSSC Physics

Physical Science Study Committee (PSSC) Physics is an accelerated 7 period a week class designed for future science majors. The subject is developed with brief exposure to calculus. Students will discover scientific principles through direct observation and experimentation. Most students in this course have already studied Chemistry and are also taking Advanced Math or Calculus.

Credit: 14, Periods: 7, Grade Level: 11,12, Length: Year, Advanced,

Prerequisite: Algebra II and Trigonometry

S866 Advanced Placement Physics

The course is designed to prepare students for the Advanced Placement Physics C Exam (calculus based). Although described as a second year physics course, S866 may be taken by exceptional students with no previous physics exposure. Students are expected to have completed, or be taking concurrently, a course in calculus. The ideal mathematics course is M465, Advanced Placement Mathematics: Calculus BC.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Advanced,

Prerequisite: Previous course in physics and concurrent calculus course

S801 General Chemistry

General Chemistry covers all the basic concepts of a first year survey course including elements, compounds, mixtures, solutions, and acid-base theory. Mathematics is minimized for students with less math background. The pace is moderate with experiments done at appropriate times.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Basic, Prerequisite: Algebra

S822 Chemistry

Students will deal with the structure of matter and how concepts and principles are developed from observations and data. Demonstrations, laboratory experiments and problem-solving techniques are used.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate,

Prerequisite: Algebra I

S822a Chemistry

This is a chemistry course designed to teach traditional chemical concepts in the context of social issues such as water use, resource management, nuclear energy and atmospheric pollution. A laboratory component is part of the course. This course can be substituted for Chemistry and is not intended for science majors.

Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate,

Prerequisite: Algebra I

S660 Chem Study

Chem Study is an accelerated course designed for motivated students. It is laboratory-oriented and covers atomic structure, periodic trends, equations, stoichiometry, gas laws, acid-base theory, solutions, elements, and compounds and their interaction.

Credits: 14, Periods: 7, Grade Level: 10,11, Length: Year, Advanced,

Prerequisite: Algebra I

S460 Advanced Placement Chemistry

Advanced Placement Chemistry is a course designed to cover a survey of topics of general chemistry as in a freshman course at the university level. The stress will be on inorganic chemistry, atomic structure, bonding, reactions, periodicity and equilibrium.

Opportunity will be provided to take an examination for college credit. This would provide science requirements for nonscience majors. Students applying should have done well in regular high school chemistry and be prepared to do university level work.

Credits: 14, Periods: 7, Grade Level: 12, Length: Year, Advanced, Prerequisite:

Completion of Chem Study (S660) with a B average or better, or completion of Chemistry (S822) with an A average. Previous or concurrent enrolment in Physics..

Suggested Prerequisites: Chemistry and Advanced Math

SOCIAL STUDIES

Education for citizenship is the major objective of history and the social sciences. Citizenship involves: appreciating diverse people and cultures; understanding the structure and functions of government; knowing one's responsibilities and one's rights under the law; developing skill in reading, writing and critical thinking; and taking responsibility for one's decisions and one's choices.

Social Studies education includes the disciplines of history, geography, economics, political science, law, psychology, sociology, and anthropology. Our major goal is to provide the competencies, understandings and knowledge required for participation in the democratic process.

OPEN TO 9TH GRADE MODERN WORLD HISTORY

OPEN TO 10TH GRADE UNITED STATES HISTORY: 18th & 19th Century

OPEN TO 11TH GRADE ISSUES OF THE 20th CENTURY

OPEN TO 11th & 12th GRADE

BLACK HISTORY
ECONOMICS
POLITICAL SCIENCE
ANTHROPOLOGY
PSYCHOLOGY
SOCIOLOGY
INTERNATIONAL RELATIONS
LAW: CRIMINAL AND CIVIL
ADV. PLACEMENT U.S. HISTORY

STAFF

Lawrence Aaronson
Edward Brady
Anthony Bruno
Anthony Cicerone
Lawrence Clinton

Thomas Conward
Michael Desimone
Vincent Finn
Elizabeth Grady
Thomas Haley

Charles Killilea
Paul Madden
Theodore Martin
James O'Connor
Robert Reagan

Carol Siriani
Steve Smeed
William Tobin
John Toomey



Core Program Grade 9

Modern World History

- H101 - Basic (House A)
- H120 - Intermediate (House A)
- H160 - Advanced (House A)
- H180 - Multi-leveled (Academy)
- H190 - Multi-leveled (Leadership)

The ninth grade course involves the study of modern World History. This modern survey course deals with people, conditions, and events in societies from early times (pre-history) to the enlightenment. Students will explore an archaeological dig in Ancient Sardinia; will learn about various religions; about the development of feudalism in Europe and Japan; and about life in the Middle Ages including the origins of capitalism. The culture and ideas of the Renaissance and Reformation and Exploration and Colonization will also be studied. This course will introduce students to the Age of Reason, the Scientific Revolution and the Enlightenment philosophers of Europe. The ability to interpret maps, charts, and pictures will be developed, and integrated into a review of the five major aspects of geography education.

Students will be scheduled in House teams with English/Language Arts teachers in line with the House philosophy.

Courses Offered To Grade 10

United States History: 18th & 19th Century

- H201 - Basic (House A)
- H220 - Intermediate (House A)
- H260 - Advanced (House A)
- H280 - Multi-leveled (Academy)
- H290 - Multi-leveled (Leadership)

Having studied early Native American societies in grades 2 and 5; Exploration and early colonial settlements in grades 5 and 8; the American Revolution in grades 5 and 8; and been introduced to the creation of our Constitution and its application over the centuries of its life in grade 8; as well as Westward expansion and our Civil War, students in grade 10 will begin their study of U.S. History with an in-depth unit on Law and the Constitution.

Students and teachers will then examine, in-depth our Civil War and the Reconstruction period that follows. Other 19th century U.S. History including the development of industry, the railroads; immigration, the progressive era; and women in the reform movements.

Courses Offered To Grade 11

Issues of the 20th Century

- H301 - Basic
- H321 - Intermediate

With a background in the foundations of developing policies related to U.S. domestic and international issues from Colonial Times to World War I, students and teachers will now pursue in-depth analysis of the 20th century. Thematic units that may be covered in this course include: labor history; World Wars I and II; Cold War and the 50's Korea and Vietnam; Civil Rights Movements; foreign policy; local politics: a case study in Cambridge; and the Constitution - Watergate and Irangate.

In conjunction with 20th Century academic content, students and teachers will have a chance to pursue scholarly inquiry into developing historical issues of today.

Reading and writing tasks will be appropriate to the skill level of students.



Electives Offered To 11 & 12

H852	Anthropology	H850	Economics
H853	Psychology	H856	Law: Criminal and Civil
H854	Sociology	H855	International Relations
H851	Political Science	H857	Black History
		H361	Adv. Placement U.S. History

H850 Economics

This course is designed to give students an introduction to fundamental economic concepts and principles which will aid them in making practical decisions concerning economic problems. Topics to be discussed include but are not limited to: major economic systems, private-public sectors, business cycles, economic policy-making. Reading and writing assignments are varied according to the interest and ability of class. *Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate, Prerequisite: None*

H851 Political Science

This course is designed to give students an introduction to the history of political theory and thought. Topics to be discussed include: what is a good society; what is a good citizen; how are rulers chosen; what should be the qualifications for rulers; and what methods should be used for distributing a society's wealth. Among the selections to be studied are: *The Republic* by Plato, *The Prince* by Machiavelli, *The Communist Manifesto* by Marx and *Sidhartha* by Hesse. The skills of research writing, reading for comprehension, thinking critically and presenting a position are emphasized. *Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate, Prerequisite: None*

H852 Anthropology

Anthropology is the social science that examines cultures in order to understand the evolution of institutions and values in today's complex human societies. Course work begins in earliest known pre-Homo sapiens societies and examines the life of the cave dweller and other human ancestors. Findings of physical and cultural anthropologists and archeologists will be discussed. This is a one semester course. *Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate, Prerequisite: None*

H853 Psychology

Psychology is an introductory course in the study of human behavior. Child development, learning, perception, adolescence, mental health, mental illness and interaction are some of the topics covered in this one semester course. *Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate, Prerequisite: None*

H854 Sociology

This course introduces students to the social structure of life in the United States and will attempt to deal with current social problems. This course examines why and how people live in groups, the period of adolescence and the process of socialization; the effect of and relationship among social institutions, such as family, church, school; and the social class structure in the United States and its effect on individuals. *Credits: 5, Periods: 5, Grade Level: 11,12, Length: Semester, Intermediate, Prerequisite: None*

H855 International Relations

This course is designed to develop in students an awareness of the ever changing world around us. The crises resulting from events, past and present will be examined. Concepts such as sovereignty, intervention, human rights, interdependence and conflict resolution will be stressed throughout the course. The class will be offered to seniors who have successfully completed the United States history requirement. If you have an interest in the world around you, and an eagerness to learn more -- then this is the course for you. *Credits: 10, Periods: 5, Grade Level: 12, Length: Year, Prerequisite: Passed U.S. History*

H856 Law: Criminal and Civil

A hands-on approach to legal realities encountered in and out of school, at home, and at work, privately and publicly. Students will seek solutions to case studies relating to family, juvenile, consumer, housing, civil and criminal law. Students are encouraged to participate in lobbying, public speaking, and investigative research concerning changes that are needed in our judicial system. *Credits: 10, Periods: 5, Grade Level: 11,12, Length: Year, Intermediate, Prerequisite: None*

H857 Black History

Black studies begins with an exploration of the roots of Afro-American culture in the traditions and institutions of African societies. The evolution of Afro-American institutions as well as the contributions and influence of Black politicians, scientists, authors, teachers, and others on the institutions of the United States will be emphasized. Black history complements the study of the United States (especially in politics, economics and history) and provides students with a clearer understanding of the United States today. Film and primary source documents will be analyzed as will secondary sources such as *Before the Mayflower* by Lerone Bennett. Students will write, will participate in class discussions and will do role plays of important events. *Credits: 10, Periods: 5, Grade Level: 10,11,12, Length: Year, Intermediate, Prerequisite: None*

H361 Advanced Placement United States History

This course combines a framework that is both thematic and chronological. Students begin their work examining the United States politically, economically, and socially at the time of the Revolutionary War; and trace developments through the Civil War, the Industrial and Urban eras to the present. The contributions and problems of women and ethnic groups are included in all units. Traditional content has been expanded to include information on immigration and the story of labor. All students will do extensive research outside of class and will be prepared to compete for Advanced Placement Exam Scholarships.

Credits: 10, Periods: 5, Grade Level: 11, Length: Year, Advanced, Prerequisite: Teacher recommendation

GUIDANCE

Guidance Counselors

Gordon Artman (House A)
 Mary Jane Clancy (Rehabilitation Counselor)
 Cecilia Chapman (Academy)
 Brian Downes (Rindge School of Technical Arts)
 Eleanor Farinato (Leadership School)
 Tracy Feinstein (Rindge) School of Technical Arts)
 Sam Framondi (Leadership School)
 Helen Jacobson (Pilot School)
 Yvon Lamour (Academy)
 Ginny McCabe (Career Resource Center)
 Kate McMahon (Student Service Center)
 Rene Meshon (Student Service Center)
 Paul Murphy (Academy)
 Sally Ralph (Rindge School of Technical Arts)
 Jean Robinson (Fundamental School)
 Ralph Sennott (Fundamental School)
 Reyko Shiraiishi (Pilot School)
 Doris Smith (House A)
 Flavia Soares-Moura (Academy)
 Vincent Spencer (House A)
 Kathleen Walcott (Career Resource Center)

The Guidance Department offers a wide variety of services to students. One of their major goals is to help students make a smooth transition from elementary to high school. Afterwards they focus on planning the high school program of study which best prepares students for their future education and careers. To address these student needs, counselors engage in such activities as:

- teaching decision-making skills
- holding informational sessions on courses, jobs and careers
- coordinating special services for students to receive tutoring, testing, counseling, etc.
- college counseling
- drop-out prevention
- scheduling and making course changes
- drug, alcohol awareness education
- health and personal issues discussions
- study skills development, etc.

Counselors will also run special counseling groups for specific student issues (i.e. divorce and stepfamilies, grieving, test anxiety, etc.).

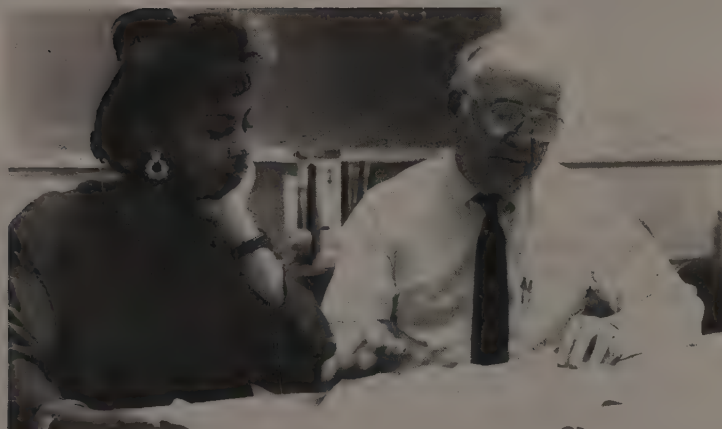
Counselors act as a link between the student and all of the programs that the school offers. They are liaisons for the school, the parents, the students and outside community agencies.

G070 Guidance Student Assistant

If you want to work in the guidance office under the supervision of a counselor, you may wish to consider this course. You will work a certain number of periods per week. Some possibilities for your placement include helping out in the Career Resource Center, Student Service center and Guidance offices.

Credits & Periods: Variable, Grade Level: 9,10,11,12, Length: Year or Semester, Multi-Levelled,

Prerequisite: Counselor Approval.



Core Program Advisor

The Core Program Advisor model provides students with the opportunity to meet with each other and a Core Program Advisor to discuss both personal and school related concerns. It is great for learning about school activities, school programs, getting help with college and career planning. The Core Program Advisors also strengthen the philosophy and rationale for the uniqueness of each House/Program (Academy, Enterprise Co-op, Fundamental, House A, Leadership, Pilot, Rindge School of Technical Arts).

This program is a complement to the traditional guidance services offered to all students. The overall goal of this program is to encourage a sense of togetherness and community with the high school and to make sure that all students are benefitting from their time at C.R.L.S.

STAFF
 Ruben Cabral
 Administrator
 Filomena Silva
 Assistant Administrator

Rita Alesi
 Maria Athanassiou
 Richard Barbosa
 Martha Bedrosian
 Maxine Berry
 Anthony Bruno
 Nancy Burns
 Vasco Caetano
 Jorge Cardoso
 Cecilia Chapman
 Arnold Clayton
 Barbara Clemons
 Phyllis Cummings
 Elaine Dailey
 Bernadette Desiré
 Larry Driscoll
 Barbara Ehrlich
 Roland Farinato
 Al Ferreira
 Thomas Fratto
 Mary Girouard
 Christine Halliœ
 Maureen Havern
 Peter Ho
 Andrew Inglis
 Monaks Kanel
 Yvon Lamour
 Robin Jean Litwin
 Timothy Mahoney
 Frank McCarthy
 William McGinness
 Catherine MacMahon
 Rene Meshon
 Marly Mitchell
 Kathleen Moore
 Maurren Murphy
 Paul Murphy
 Fred Nigorski
 James O'Connor
 Peter O'Neill
 Michele Owaroff
 Henry Parker
 Mary Louise Piret
 Robert Ponte
 Isabel Frankel-Prime
 Lenore Prueser
 Robert Reagan
 José Ribeiro
 Robert Richards
 Rona Richmond
 Janet Rife
 Joseph Riley
 Robert Riordan
 Jane Scorza
 Caetano V. Serpa
 M. Fátima Soares
 Flávia Soares-Moura
 Geraldine Spagnuolo
 Gerry Specia
 Mary Splaine
 Paul Starek
 Tad Sudnick
 John Sullivan
 Joseph Sullivan
 Stephen Surette
 Linda Town
 Sara Ulman
 Elsie Vega
 JoAnn Walther
 Suzanne Way
 Alan Weinstein

THE ACADEMY

The Academy, established by a School Committee vote on December 5, 1989, is located in the Arts Center of the high school campus. Composed of 97 staff members and 450 students, our community fully reflects the rich and challenging human diversity of Rindge and Latin.

The following pedagogical principles are basic to our program:

- 1) Cooperative Learning, Team Teaching, and Learning to Learn:** The Academy instructional program is based on the premise that students can and should learn from each other. Teachers, working together in teams, model the learning behaviors we seek to foster in our students. Ultimately, by focusing on learning how to learn, we seek to prepare students for a lifetime of learning and personal development.
- 2) Diversity and Cross-Cultural Education:** The Academy student body is drawn from applicants in such a way as to reflect as closely as possible the racial and ethnic diversity and the various neighborhoods of Cambridge. This representativeness extends to The Academy curriculum and program activities, which draw from a variety of cultural traditions.
- 3) Individual Needs and Concerns:** The program focuses on the needs and concerns of each individual in the context of The Academy community. The Advising Program is central to this process.
- 4) Democratic Decision Making:** The governance of The Academy is based on a democratic model for decision making. The Academy observes the principle of direct learner participation in the educational process.
- 5) Integrated Curriculum:** The curricular program of The Academy is based on the premise that all aspects of knowledge are intimately related. Disciplines are studied across the curriculum in the context of larger themes, such as Change, Identity, Values and Ideals.
- 6) Attention to the Arts:** Recognizing the importance of the arts in the education and development of every individual, we regard the arts as the sixth major subject area and as an integral part of our curriculum. They will be taught as independent disciplines and as integral parts of the course of study throughout the curriculum.
- 7) Evaluation as a Learning Process:** Students and programs will be regularly evaluated in a way that involves all participants in the learning process. For example, a given student's grade in a specific discipline will be determined by the student's self-evaluation plus input from fellow class members, team teachers, as well as the teacher of record, according to the criteria outlined in Classroom Participation Expectation and Course Description Form.
- 8) Research Project Requirements:** Students will prepare at least one project per year. Seniors will do a major research project as part of their graduation requirements.

All students are assigned to learning modules that provide instruction in language arts, social studies, science, mathematics, technology, the arts, physical education, as well as health and human development. Working together in small, heterogeneous groups with teachers and counselors, they develop cognitive skills required for achieving the highest academic standards in a small personalized learning environment. The team approach assures that academic subjects once studied in isolation become fused into an integrated curriculum. This integrative approach to learning allows us to provide not only time for learning that is challenging and fulfilling (four days per week), but also two scheduled hours per week for teachers as a group to discuss the development of each student and to prepare curricular units.

In addition each freshman is assigned to a Core Program Advisor. Core Advisors meet individually with each advisee during mutually convenient times, and with the entire group during activity periods. All Core Advisors at the Academy are part of the team of teachers who work with the Freshman Core Program.

Following are brief descriptions of the courses offered:

LANGUAGE ARTS & SOCIAL STUDIES: The Language Arts and Social Studies components of the ninth-grade Academy curriculum reflect the content and skills development emphases of "Language Arts Nine World Literature" and "Modern World History" as described in the Language Arts and Social Studies sections of this catalogue. In the Academy these courses involve an interdisciplinary approach and emphasize the themes of change, justice, and revolution. The countries whose histories are studied and the literature selected for reading and analysis -- including Kafka's *Metamorphosis* and Dickens' *A Tale of Two Cities* -- were chosen specifically to illustrate those themes as well as to provide students with a world view. The Sophomore curriculum revolves around American Literature and U.S. history. In addition, through cooperative learning and team teaching, understanding and mastery of the material and skills are fostered together with community spirit.

MATHEMATICS & SCIENCE: The Math and Science classes are all heterogeneously grouped and unlevelled. Offerings include Pre-Algebra, Algebra I, Algebra II, Geometry, Scientific Principles, Chemistry and Biology.

RESEARCH TECHNOLOGY: This course provides each freshman with an extensive "hands-on" computer experience. Students are expected to achieve a typing speed of 35 words per minute and to master a word processing and database software. The Business Education teacher works cooperatively with other subject matter teachers. The materials used in the class are based on research projects which have been assigned to students in other classes.

ARTS & MODERN LANGUAGES: Students are expected to choose a modern foreign language (Russian, Spanish, French, Italian, Portuguese, Japanese, Latin or German), and an arts course (Music, Fine Arts, Drama), as part of their elective programs.

PHYSICAL EDUCATION & HEALTH/HUMAN DEVELOPMENT
 (See Physical Education and Home Economics Departments for course descriptions)

Freshman Courses

E180/181 - Language Arts: World Literature
 H180/181 - Social Studies: Modern World History
 M180 - Pre-Algebra
 M581 - Algebra I
 M582 - Geometry
 S180 - Scientific Principles
 S581 - Biology
 P180 - Physical Education
 C180 - Health/Human Development
 B180 - Research Technology

The Sophomore year offers a direct follow-up program to the freshman curricular program. Each student will develop his/her learning skills and content knowledge in the aforementioned areas. As juniors, students may avail themselves of the rich and varied elective program of the whole of CRLS, but will have to choose at least one major area of specialization, e.g. journalism, biotechnology, pre-med studies, arts, foreign languages, computers, et al. As seniors, Academy students will have to fulfill a requirement in community service in addition to the major research project.

Sophomore Courses

E280/281 Language Arts: American Literature
 H280/281 Social Studies: 18th & 19th Century U.S. History
 M581 - Algebra I
 M582 - Geometry
 M183 - Algebra II
 S581 - Biology
 S280 - Chemistry
 P280 - Physical Education
 C280 - Health & Human Development

ENTERPRISE CO-OP

STAFF

Michael Corless
Brad DeRocher
Frances McDermott
William Toomey

Enterprise Co-op is an alternative program at CRLS. It is organized as a student-owned, non-profit business co-operative. Students work for pay and credit in our wood shop, commissary kitchen, or Teachers' Cafeteria for half the day, and take three academic classes at Enterprise Co-op the other half of the day. All credits earned are transferable to the mainstream program. Our program goal is that students will be placed in another house at CRLS and go on to graduate.

Physical Education is offered as an outdoor adventure program. Group problem solving initiatives enhance self-esteem and the ability to co-operate and communicate within a group. Three weekend camping trips and a rowing program on the Charles provide credit catch-up opportunities in physical education.

Small classes, flexible scheduling, and an activity-centered environment combine to make Enterprise Co-op an ideal placement for students experiencing problems with academic performance and attendance. We also facilitate the re-entry of students who want to return to school. Interested students or parents can contact us at CRLS or speak to a guidance counselor or house administrator.

FUNDAMENTAL

The Fundamental School, with approximately 400 students, is located on the fourth floor of the CRLS building. It is administered by an assistant principal and an assistant administrator, and supported by two guidance counselors. The program stresses academic challenge and student accountability, enlisting parental involvement and support in reinforcing the discipline code. Fundamental School emphasizes the foundations of education in a setting that focuses on the discipline of learning and the development of high standards of achievement, manner, dress, and respect for self and others. As a school-within-a-school, Fundamental has a strong sense of community among its students and teachers. Students in the Fundamental School take the courses prescribed in the Fundamental Core Curriculum which provides a solid foundation in grammar and literature, mathematics, history, science, foreign language, and study skills.

Scheduling Information

To prepare their schedules, Fundamental students must obtain from their homeroom teacher or guidance counselor a Fundamental School Course Selection Sheet. This sheet will outline the Core Curriculum courses the student is required to take and will indicate how many electives are allowed. This sheet must be completed by the student and signed by the appropriate teachers and the parent/guardian of the student. After the sheet is completed, the student must meet with his/her guidance counselor in order to determine proper course levels and to complete the scheduling process.

FUNDAMENTAL SCHOOL CORE CURRICULUM

Freshman

English I
World History I
Intro to Physical Science
or Earth Science
Foreign Language
Mathematics
Health
Physical Education
Elective

Sophomore

English II
World History II
Biology
Mathematics
Foreign Language
Physical Education
Elective (1)

Junior

English III
U.S. History
Chemistry or
Science Frontiers
Mathematics
Physical Education
Electives (2)

Senior

English IV
Modern History or
Social Studies Elective
Mathematics
Electives (2)
Physical Education

In addition to the Core Curriculum, Fundamental School offers the following electives:

Typing I
Typing II

Accounting I
Accounting II

Computer Science I
Computer Science II

College Board Prep (Fall Semester)
Research Paper (Spring Semester)

Fundamental students may also select electives from the main campus Course Catalog.

STAFF

Dr. Margaret F. LeGendre
Assistant Principal
Brendan J. Synnott
Assistant House Administrator

Cosette Beauregard
Audrey Cabral-Pini
Nancy Carroll
Margaret Cassidy
James Peter Culhane
Michael DeSimone
Kim D'Andrade
Esther-Mary Farrington
Vincent Finn
Phyllis Fortuna
Karen Griffith
Martha Gurry-Axtman
Thomas Haley
Francis Hallice
Milton Hopkins
Angela Johnson
George Johnson, Jr.
Moses Konjoian
Joanne Kotler
Marlene LaBossiere
Jayne Marquand
Edith Medeiros
John Noble
Susan O'Brien
John O'Leary
JoAnn Riese
Patricia Rizzo
Jean Robinson
John Rutter
Ralph Sennott
Paula Sousa
Dorothy Souza
Barry Sullivan
Barry Tarr
John Toomey, Jr.



Ruby Pierce, Administrator
 Clarence Gaynor, Assistant Administrator

HOUSE A

House A, located on the third floor of the C.R.L.S. building, oversees the academic growth of 370 students, who are served by a house administrator, an assistant house administrator, and three guidance counselors. The House is characterized by a focus upon the specific individualized needs and concerns of each student. It strives to advance further the capabilities and maximize the potential of all youngsters in the attainment of increased academic, social and cultural development.

The program recognizes the rich diversity of the City of Cambridge and of the student body enrolled within this program. It is the intention of the House to capitalize upon and nourish the great strengths of this diversity as it endeavors to enhance and refine the awareness of its students.

To achieve these goals, commitment to the following concepts and services is emphasized:

- The constant pursuit of academic excellence
- The concern for educational quality and equity
- Strong parental involvement and support aimed at the development and reinforcement of a positive environment and community among House A students, parents and staff
- Active and on-going student support teams/groups to offer continuous assistance and counseling to all students in need of such services
- A Core Curriculum for 9th and 10th grade students (English, Math, Social Studies, and Science)
- Study Skills instruction for all House A students to increase their proficiency in the areas of critical thinking, reading, and content-oriented study skills

Ninth and tenth grade students choose basic, intermediate or advanced-paced versions of the core curriculum in language arts and social studies which focuses on world literature and modern world history in grade nine and on American literature and 18th & 19th century U.S. History in grade ten. The curriculum of the Language Arts and Social Studies core courses reflects the content and skills development emphases described in the Language Arts and Social Studies sections of this catalogue. Ninth and tenth grade students also choose appropriate level courses in science and mathematics. Like other students at C.R.L.S. they enroll in physical education, health, and elective courses. Eleventh and twelfth grade students plan individual programs reflecting individual aspirations and interests and the full range of elective courses offered at CRLS.

- G. Axtman
- P. Burke
- T. Burns
- P. Callan
- A. Carroll
- M. Chapin
- J. Cherry
- K. Clinton
- L. Clinton
- J. Colaninno
- M. Concelson
- E. Curry
- C. Delpido
- J. Devine
- M. Eirich
- O. Ferreira
- E. Fratto
- W. Gay
- R. Geddes
- T. Girard
- D. Golden
- M. Goulart
- C. Greene
- G. Greenidge
- G. Hibbs
- T. Karon
- J. Kervick
- C. Killilea
- M. Levinstein
- P. Martin
- T. Martin
- A. McCarthy
- C. McCarthy
- P. Mili
- T. Mullenmeister
- H. Munro
- R. Paige
- T. Roach
- J. Samp
- R. Santoro
- J. Sennott
- G. Shea
- A. Simmons
- L. Sizemore
- D. Smith
- V. Spencer
- M. Sprague
- W. Tobin
- S. Trapani
- M. Weaver
- L. Weems
- J. Young

FRESHMAN	SOPHOMORE
Language Arts: World Literature	Language Arts: American Literature
E101	E201
E120	E220
E160	E260
Modern World History	18th & 19th Century U.S. History
H101	H201
H120	H220
H160	H260
Scientific Principles or Introductory Physical Science or Intensive Biology	Biology, Chemistry or other science
Foreign Language	Foreign Language
Mathematics	Mathematics
Health/Human Development	Physical Education
Physical Education	Elective
Elective	Elective

(See department sections for course numbers and levels.)

In addition, House A is the site of a learning center which aids students in their various academic endeavors.

HOUSE A LEARNING CENTER

If interested in speed reading? Want help with that research report? Like to improve your note-taking abilities? Looking for suggestions that will aid you in preparing for examinations? Could you benefit from an SAT Review and Preparation course? Consider developing your memory skills? Then REMEMBER THIS!

The House A Learning Center is an academic support program that will assist you in improving your learning strategies and critical thinking abilities in activities such as those above and in numerous other study skill areas as well. The main focus of the center is to help you apply these skills to all your academic classes and courses of study in a more effective and efficient manner.

The House A Learning Center exists for you! GIVE IT A TRY! It is located on the 3rd floor of the Rindge building in Room R339. The Center is open Monday through Friday, before school, periods 1 through 7, and after school. For more information contact Ruby Pierce, House A Administrator or John Sennott, Teacher-in-Charge of Reading. (R339).

LEADERSHIP SCHOOL

The Leadership School, established in September, 1990, is located on the second floor of the Rindge building and serves approximately 370 students in grades 9-12. The school is driven by basic principles which are encompassed in its mission statement:

The Leadership School is committed to providing a quality education to ALL students by continually raising their academic, social and personal skills to their optimum level through the efforts of the student, home, school and community; where ALL are empowered to create a "community" dedicated to the education of the whole student, the establishment of a democratic decision-making process, the participation in community service, and the recognition and appreciation of individual differences.

ACADEMIC - All students in this school are being prepared for college. If students choose not to attend college they will be well prepared for the workforce. Students in grades 9 and 10 take the core curriculum in teams within the school. The teachers in these teams spend a significant amount of time challenging and encouraging students, monitoring student progress, and reviewing and developing the curriculum. Students are encouraged to take at least one course each year in either the performing or visual arts, business or home economics.

COMMUNITY - Students have, in addition to guidance counselors, teacher advisors who monitor and support their progress through graduation and help them to be productive members of the community by providing them with opportunities to develop a respect and responsibility for self and others. Students are also assisted in the development of individual portfolios that chronicle their high school experience. As members of the community, students, staff and parents (there is an active Parent Advisory Board) take part in making decisions about the operation of the Leadership School.

STAFF
 Dr. Paula Tucker Hogan
Administrator
 Leslie Kimbrough
Assistant House Administrator
 Betsy Bard
 Edward Brady
 Carla Callender
 Anthony Ciccerone
 Ralph Collins
 Thomas Conward
 John Costello
 Varina Crowley
 Sandra Dickerson
 Mary Diggins
 Debbie Downes
 Eleanor Farinato
 Joseph Ferolito
 Karen Fitzpatrick

Dr. Samuel Framondi
 Jean Funk-Geddes
 Wadie Geraigery
 Elizabeth Griffiths
 Barbara Grunbaum
 Jack Haverly
 Mary Beth Healey
 Julie Hochstadt
 Carol House
 Caroline Hunter
 Edward Hurley
 Robert Kelley
 Jean Kurotpalkin
 Claire Leonelli
 Linda Lipkin
 Paul Madden
 Thomas McCarthy
 Edward McGillicuddy
 Doug McGlathery

Dr. William McLaurin
 Carole Mikelson
 Leslie Mili
 William Morris
 Carol Nolan-Kelley
 Fenton Nelson-Stirling
 Peter O'Neill
 Dr. Leslie Oliver
 Henry Parker
 Al Priest
 William Reagan
 Chris Saheed
 Carol Siriani
 Steve Smeed
 Cammie Stewart
 Anna Sullivan
 Kathleen Walcott
 K. Warnness-Cherkasly
 Michelle Youell

LEADERSHIP SCHOOL CURRICULUM

FRESHMAN (Course Numbers: 190/191/192)

Language Arts: World Literature
 Modern World History
 Algebra, Geometry
 Scientific Principles or Intensive Biology
 Foreign Language or Research Technology
 P.E. or Dance
 Health/Human Development Development
 Community Service
 Elective

SOPHOMORE (Course Numbers: 290/291/292)

Language Arts: American Literature
 U.S. History
 Algebra, Geometry
 Biology or Chem Study
 Foreign Language
 P.E. or Dance & Elective
 Community Service
 Elective

JUNIOR AND SENIOR

English electives
 Social Studies electives
 Appropriate math courses
 Appropriate science courses
 Foreign Language
 Physical Education or Dance & Elective
 Community Service
 Electives

The Math and Science courses are leveled; English and Social Studies courses, in grades 9 and 10, are unleveled, team taught, carefully heterogeneously grouped to allow for individual and small group instruction.

Sample Leadership School Courses

Language Arts: World Literature - E190 Modern World History - H190

The English and Social Studies teachers work in collaboration with one another. The courses emphasize universal themes of power and differences in a multi-cultural world. Students are heterogeneously grouped and participate in whole-class and cooperative learning groups. These subject area teachers meet daily to plan the curriculum and to discuss student achievement. The curriculum of both courses reflects the content and skills development emphases of "Language Arts Nine World Literature" and "Modern World History" as described in the Language Arts and Social Studies sections of this catalogue.

Length: 1 year each; Credit: 10 each

Algebra Project - M190

This is a two-year course designed for motivated, ambitious students who desire to prepare for a college level mathematics class but who have not yet exhibited proficiency in arithmetic concepts. These students may need to supplement their grasp of new concepts and review old ones. Therefore, this course extends over a two-year period, allowing time for use of teaching tools like manipulatives and cooperative learning techniques.

Volunteers from Harvard University and other local colleges as well as supportive school staff assist students in the project to re-enforce the learning experience both during and outside of class. The course includes work with real numbers, polynomials, factoring, equations, functions, relations, graphs, quadratic equations, and inequalities. Upon successful completion of this course, students are enrolled in a college level geometry course.

Length: 2 years; Credits: 20

Physical Education & Health/Human Development
 P190 - 1 semester, 5 credits; C190 - 1 semester, 5 credits
 (See Physical Education and Home Economics Departments for course descriptions.)

Community Service Course - G190

Students are required to take at least one year of Community Service although many opt for several years. This course provides opportunities for students to give something of themselves to their community. Students are accompanied to their off-campus Internship sites by students from the Phillips Brooks House at Harvard. Internships are also provided on the CRLS campus. Students volunteer the equivalent of six class periods (4 1/2 hours) per week and attend a seminar on Thursdays.

Students keep journals of their experience which are shared with the teacher. This course is part of a larger network of community service programs. Through the Thomas Jefferson Forum students meet twice yearly with students from other high schools throughout New England and also attend a national conference.

Length: 1 year, Credit: 10

Research Technology - B190

This course provides each freshman with an extensive "hands-on" computer experience. Students are expected to achieve a typing speed of 35 words per minute and to master a word processing and database software. The Business Education teacher works cooperatively with other subject matter teachers. The materials used in the class are based on research projects which have been assigned to students in other classes.

(For descriptions of other major subject courses offered in the Leadership School, see the departmental listings elsewhere in this catalogue.)

PILOT SCHOOL

Located on the fifth floor, the Pilot School is the oldest alternative high school program within C.R.L.S. The 225 Pilot School students (grades 9-12) have been selected randomly from an applicant pool to insure a representative cross-section of the student body with respect to racial/ethnic background, gender and geographic district. There are openings for approximately 50 new freshmen students and 10 upperclass transfers in each academic year. Students have individualized schedules which reflect access to a wide variety of courses in the high school. The freshman class of the CRLS Job Skills Program is part of the Pilot School community.

STAFF			
Lawrence Aaronson	Catherine Ellis	Gene Meyer	Reyko Shiraishi
Social Studies	Instructional Aide, B.P.S.	Bureau of Pupil Services	Guidance
Donald Burroughs	Betsy Grady	Brenda Moses	Joan Soble
Language Arts	Social Studies	School Psychologist	Language Arts
Kathy Conaty	Karen Hawthorne	Maurice Page	Ray Shurtleff
Mathematics	Language Arts	Mathematics	Dean
Pauline Demetri	Helen Jacobson	Martha Sennott	Gary Simon
Modern Languages	Guidance	Secretary	Mathematics

Basic Principles

In essence the Pilot School is an attempt to create a community of students, parents, and educators mutually accountable to each other for the goals, the program, and the successful operation of the school. The principles listed below are the basis for our efforts in that direction. They focus on those areas which make the school an alternative: the diversity and representativeness of the student body relative to the Cambridge school population; the quality of human relationships within the Pilot School community; the decision-making process in the school; and the programmatic focus on the needs and concerns of individual students.

I. Diversity, Cross-Cultural

Education. Recognizing that the development of cross-cultural understanding and respect are essential to a genuinely pluralistic American society, the Pilot School is committed to the development of these qualities within its own richly diverse student population.

The Pilot School student body is drawn from all areas of Cambridge. Candidates for admission are selected at random after steps have been taken to insure that we approach as closely as possible a representative cross-section of the Cambridge school population with respect to sex, geographical area and/or ethnic background. But this diversity represents more than a principle of selection - it is a basic foundation of the school from which other principle and much of the program arise. Classes within the school are heterogeneous with respect to grade level and ability; and curriculum offerings, course materials, and school activities represent a variety of cultural traditions.

II. Human Relationships.

In the Pilot School community, every effort is made to foster human relationships (i.e. teacher-student, student-student, teacher-parent relationships), characterized by informality, relative non-authoritarianism, mutual trust, and an absence of regimentation.

The fact that students call teachers by their first names is only a surface manifestation of this principle; more important is the fact that students often participate on an equal basis with teachers in class discussions, in conferences, and in other school activities. However, the Pilot School notion of human relationships not only emphasizes direct person-to-person relationships it also implies a commitment to the group as well, to the successful maintenance of the school.

III Governance.

Decision-making within the Pilot School is based on the premise that people affected by decisions have the right to participate in those decisions.

One of the essential principles upon which the Pilot School was founded and has functioned for 22 years is a large degree of Pilot School community control over school policies. Closely related to this principle is the Pilot School's commitment to shared responsibility for policy implementation.

The important areas where students, parents, and staff have shared decision-making power include program and structure (curriculum planning, selection of courses, use of resources) and staffing (interviewing and recommending candidates for teaching positions in the school).

IV. Individual Needs and Concerns.

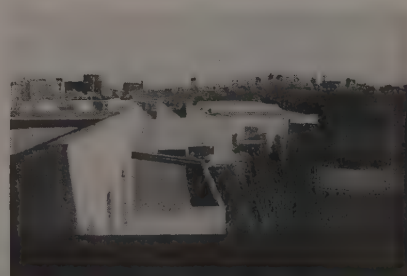
The Pilot School program is characterized by a focus on the needs of the individual.

The conviction is not that individualism should flourish at the expense of the community, but that any successful educational community must attend to the needs of its individual members. The advising system, wherein each full-time staff member takes on 25 advisees for the year under the direction of the Guidance Counselors and Dean is perhaps the most significant effort in this area.

V. Learning.

The Pilot School is committed to learning; to the acquisition of the intellectual skills necessary to survive and contribute in the world, to the development of self-awareness, and to the development of social awareness and responsibility among its participants.

The educational emphasis at the Pilot School includes not only basic skills in math, reading, and writing, but also on learning to learn in a variety of academic and non-academic contexts, from personal and group experiences in and outside the school.



ENROLLMENT IN PILOT SCHOOL COURSES

For information about applying to Pilot School, see the description of ninth grade school-wide registration process in a separate publication distributed to all eighth grade students. Grade Ten-Twelve Pilot Transfer application forms may be obtained from the Pilot School office. Deadline for applications is January 18, 1991, and accepted students are notified by March 1, 1991 or as soon thereafter as possible. If vacancies occur prior to the second week of September, student names are drawn from the waiting list of previous applicants.

"Waiting List" students in CRLS will have first preference for any available space in Pilot School classes and may take up to two electives per semester. (Note: English electives are only available for waiting list students in grades 11 and 12.) Waiting list students will be notified of the Pilot School course selection process in May. If staffing uncertainties prohibit a May course selection process, students will be notified of available courses in late August. The Pilot School Dean must approve any enrollment in Pilot School courses.

For further information, call the Pilot School office at 349-6674.

Modern Languages & Mathematics

The Pilot School offers the following courses in mathematics and modern languages. For detailed course descriptions, see the Modern Language and Mathematics sections of this Course Catalog.

JL40 Spanish I, JL41 Spanish II, JL20 French I, JL21 French II, JL60 French III, JL61 French IV-V, JL30 Latin I, JL62 Latin III-IV, JM20 Algebra I, JM21 Geometry, JM 22 Algebra II, JM60 Pre-Calculus

ENGLISH COURSES

(English courses are one semester unless otherwise noted.)

JE25 Short Stories

This course will introduce the student to a variety of great short stories. Students will read, discuss, and write about short stories by a wide range of authors - men, women, Americans, Europeans, whites, blacks - and ourselves! Each student will be required to write at least one short story for presentation to the class. In order to accomplish that we will do a lot of preparatory writing exercises: memory writing, dream writing, group writing, etc. In addition to reading and writing stories, we will take a look at the form and the elements of the short story: theme, plot, character, symbol, metaphor, etc. This course is open to anyone who likes to read or tell a good story!

JE27 Black Experience in Literature

This course highlights the Afro-American experience dating before the Mayflower to the present time. Novelists such as Baldwin, Morrison, Angelou, Ellison, Johnson and Walker contribute to the American literary scene as writers and black voices. The themes that will be covered are: what it means to be Black; what it means to be a Black American, and the underlying dilemma of identity for all Americans. Students will be evaluated on class participation, preparation and writing brief thematic papers.

JE60 Reading and Writing on Human Values I

This is a fast-moving, advanced course in reading and writing. We will read and discuss a story, novel, or play each week. Each student will write a 500-word paper (3-4 pages) on the reading each week and students will read their papers in small group tutorials. A longer autobiographical or analytical paper will be required at the end of the term. Course readings will include *Eight Men*, *Journey To Ixtlan*, *The Plague*, *I Know Why The Caged Bird Sings*, *Antigone* and others. This course is recommended for juniors and seniors.

JE61 Reading and Writing on Human Values II

This is a fast-moving advanced course in reading and writing, open primarily to juniors and seniors. We will write a 500-word paper (3-4 pages) on the reading each week. Students will read their papers in tutorials each week. A longer analytical paper will be required at the end of the term. There will be a poetry option. Course readings may include selections from Kafka, Dostoevsky, Rilke, Chekov, Orwell, Huxley, Shakespeare and others. Student suggestions for readings will be welcome. Each student will be responsible for presenting a story, novel, or play to the class.

JE63 Classics in Literature

"Classics" may be defined as novels which have withstood the test of time. In this course we will study 5-7 novels. Books to be studied may include Hawthorne's *Scarlet Letter*, Bronte's *Wuthering Heights*, Austen's *Pride and Prejudice*, Hardy's *Jude the Obscure*, Turgenev's *Fathers and Sons*, Baldwin's *Go Tell It On The Mountain* and Dickens' *Tale of Two Cities*. Students will keep a journal of reactions to their readings and will write a critical paper for each novel studied.

JE62 Shakespeare

This course will be more than an introduction to Shakespeare, although you don't need to know anything about the Bard to join. We will study several plays: we will look at them as literature, as theatre, as part of our Anglo-American heritage. We will learn about dramatic structure, blank verse, the heroic tradition, and so forth. You may expect a lot of reading, several short essays, an exam or two, and several papers over the course of the whole semester. This course is a good one for anyone who likes theatre, or who wants to learn a bit about one of the all-time great dramatists. Who knows? You might even have some fun!!

JE24 Creative Writing

We will read and imitate examples from various literary genres. Then we will try our hands at composing original pieces. This course should give us a greater understanding of literature and language, as well as provide us with some practice developing our own creative voices. Expect daily homework.

JE23 College Prep English I

This will be a straightforward course designed to give you solid preparation in advanced English skills. Vocabulary, composition (particularly essay writing), and reading comprehension will be emphasized, as well as other skills, such as SAT-taking, how to study, and research techniques, depending on the needs of the class. We'll write a lot, at least twice a week, trying to pinpoint problem areas and work on them; and we'll read several "meaty" short stories or novels in order to develop your interpretive-analytical skills.

JE26 Science Fiction and Fantasy

In this class, we will explore fantastic works of the imagination, including works by Bradbury, Asimov, LeGuin, Vonnegut, and Calvino. We will also look for links between science fiction and fact in the world of possibility as we read fiction and non-fiction. Students should expect to write critical essays about the works we study and short stories/fantasies which explore imaginary worlds or intriguing possibilities.

JE64 Modern Novel

This is basically a literature course. We'll read and discuss books such as *Light in August*, *Song of Solomon*, *Anna Karenina*, and *Death in the Family*. The course will rely heavily on students to contribute to discussions. We'll also look at what makes a novel "modern" and at what makes a novel a "novel". One paper and one in-class writing will be required for each book, with an emphasis on helping you with basic English skills, especially those with which you have difficulty. If you like books and discussions on the meaty side, please enroll!

JE34 Contemporary American Drama

This is a survey course of a myriad of dramatic pieces by American writers. Contemporary American Drama is primarily a reading course and shouldn't be construed as a course of acting. Although the course's title implies certain time frames and dates, it will be necessary to study some prototypes of American drama and familiarize ourselves with American drama's influences, patterns, and evolutions over the years. The student will read and study the genre of the play and the conventions contemporary American dramatists employ in their writings. You will be required to write brief analytical papers, take tests and attend one live performance.

JE20 Experiments and Experiences in Writing I

Everybody is a writer, but almost no one knows it. In this class we will use our own experiences, our own feelings and reactions, and our own insights and imaginations to create our own writing "voices". We will also learn how to write on computers. During the first third of the course, we will improve our ability to describe what our senses tell us. During the second part of the course we will do a prolific amount of memory writing. Finally, we will begin to produce fantastic and fictional pieces. Expect daily homework.

JE21 Experiments and Experience in Writing II

This course is offered as a continuation of Experiments I. The format will be similar: short writing assignments to be read aloud in class. The assignments will include further experiments with form - especially with various poetic forms. There will be increased emphasis on revision and on the preparation of longer pieces - and, of course, on the use of the word processor as an aid to writing. Some knowledge of typing skills and access to a computer are useful but not essential. Computer time beyond the class period will be available to students enrolled in the class. This course requires a willingness to do independent work in the computer lab to gain ease with the process of writing and with the computer as a writing tool. Any student who has passed Experiments I may enroll in this course.

JE22 Writing and Applied Grammar Workshop (Full-year Course)

The goal of this course is that by June each student will be able to write a grammatically correct 500 word essay. Students will learn how to generate ideas for an assigned topic, how to write first, second, and final drafts, and how to edit. Grammar and usage instruction will be applied to writings in progress. Students will read their writings to the class for feedback. You will become a prodigious writer in this class! Expect daily homework.

JE33 The Bible As Literature

Considered by many to be the greatest book ever written, the Bible is actually an anthology of books recording the history of a people and their relationship to God. Students will read the more "literary" parts of the Hebrew Bible and New Testament, keep a journal recording their reactions to the readings, discuss, and write critical papers. This course is NOT a religion course -- it is about some of the most challenging and controversial stories known to humankind.

JE29 Reading and Writing Autobiography

Reading and Writing Autobiography can help us tap the full power of our inner resources. We can clarify our goals, visualize the future, free our intuition and imagination, explore our dreams, understand our past and present lives, solve personal problems and overcome blocks to creativity. We will do a great deal of writing, both in and out of class. We will share some of our writing, while other writings will be ours alone. We will learn various techniques of journal writing based on Ira Progoff's *At A Journal Workshop*. We will read and discuss published autobiographies. Students can expect daily reading and writing homework.

JE65 College Prep English II

Students will learn skills necessary for a successful academic life in college which were not covered in College Prep I. We will also continue practice in skills begun in Writing Workshop or College Prep I. Topics will include: 1) college level study and test taking skills for courses in the sciences, social sciences, and the arts, as well as in English courses; 2) how to read and evaluate literary criticism in order to write a literary paper on a classic novel; 3) continued advanced vocabulary and analogy study and drill, in preparation for the SAT's; 4) advanced work in reading, writing, rewriting, and editing of expository prose; 5) advanced topics in grammar, usage, and sentence combining.

JE30 Male and Female Heroes Across Time and Place

Heroes, traditionally thought of as male, exist in the contexts of the worlds which they seek to preserve or transform. The purpose of this course is to explore the motives, methods, and mindsets of both female and male heroes - and to discover if in fact male heroes and female heroes are more like than unlike, - and more androgenous than sex-role bound. Readings from The Bible and Mythology will be used to introduce the course concepts; more modern literature and essays will comprise the bulk of the course reading and will reflect the viewpoints of male and female writers across cultures. Student writing will both analyze literature and explore personal opinions; a longer paper using secondary sources will be completed in the latter half of the course.

JE32 Women In Literature

This course offers readings by and about women in American and British literature from earlier centuries to the present. To achieve a balanced view we will examine both positive and less-than-positive portrayals of women in both classic and modern literature. Readings will include works by Shakespeare, Austen, Eliot, Woolf, Hansberry, Angelou, and Giovanni. Open to anyone.

JE28 Greek Mythology - Then and Now

In this course we will study Greek mythology through the comparative method, pairing ancient and modern versions of various myths. Students can expect to do a substantial amount of reading and writing in the course, with a primary emphasis on essay-writing skills.

JE31 Adolescents In Literature

The pervasive theme of the novels the student will read focuses on identity. Through a variety of genres, the study of adolescent characters reveals their inner and outer conflicts as they assert their identity and passively react to and are motivated by their society. Novels by such authors as Salinger, Betts, Knowles, Kirkwood and Swados will be read as well as numerous short stories. The student will have the opportunity to write expository papers on character analysis and thematic concepts.

SOCIAL STUDIES COURSES**JH20 U.S. History - Survey**

This full year course will survey the historic evolution of American democracy: from the earliest European settlements to the present state of nuclear superpower. We will give special focus to the struggle of the American people to build a democratic nation that preserves and protects freedom and justice for all; and will study historic conflicts between natives and immigrants, farmers and industrialists, workers and factory owners, majority and minorities, poor and rich. Reading will be a daily requirement. There will also be periodic writing assignments, mid-term and final exams, plus a term project on a topic of your choice.

JH30 Western Civilization (Full Year Course)

This is a survey course dealing with people, conditions and events in societies from pre-history to the Middle Ages era in Europe. An understanding of the role of geography and the uses of technology are themes that are developed in the course. Key topics and issues are explored in depth and outside reading and writing assignments as well as end of term projects are required.

JH25 Psychology

This is an introductory course designed to try to understand the "why" of behavior. We'll begin by discussing the evolution of modern psychology and different theories of motivation. We will also study child development, mental health, adolescent psychology, and psychological theories. Much of the course will be based on questions you have about how and why people do the things they do. You will not find precise answers, but you will learn how to ask more questions which may lead you in the "right" direction. The course involves text and outside reading. Most important are class discussions and a willingness on your part, whether publicly or privately, to look at the "why" of your behavior.

JH28 The Soviet Union

This course focuses both on the modern USSR and imperial Russia. The linchpin of the course is the detailed study of the Russian Revolution (both historical and personal accounts). The course then moves backward in time to trace the origins of the revolution in Czarist Russia, and forward in time to the impact of Communism on Russia, on diplomatic relations with the United States, and on the world. Readings include *Nicholas and Alexandra*, *Anna Karenina*, *Doctor Zhivago*, and others.

JH29 The Middle Ages

A chronological and cultural investigation of European history from 1200-1500 A.D. Material covered will include the development of feudalism, the modern nation-state of Europe, technologies, as well as the later Tudor period in England. The historical context of the course will be supplemented by literature, films and alternative historical courses.

JH21 Law and the Constitution

This course emphasizes two aspects of American legal tradition: (a) U.S. constitutional law, and (b) the origins and development of the Bill of Rights. Accordingly, the first quarter of the course will study the fundamental concepts and process of constitutional government in a democratic republic. The second quarter will focus on the First Amendment; namely freedoms of speech, assembly, press, religion, petition. This course will use the case study approach. The student will read and study cases and then argue and debate the law.

JH32 Adolescent Psychology

The psychology of adolescence is one of the most neglected areas of psychological inquiry. This course examines adolescence from three varying theoretical perspectives: the theories of Anna and Sigmund Freud, the psychosocial work of Erik Erikson, and the more recent work of Harry Stack Sullivan on intimacy. Students will analyze "cases" using these concepts. A written autobiography, and theoretical analysis of it is required from each student.

**JH22 The Holocaust**

A holocaust is defined as "a complete or thorough destruction, especially by fire, of large numbers of human beings." In this course the holocaust we will study is the extermination of the Jews by Nazi Germany during World War II. We will explore the political, economic, and psychological factors which led to the Holocaust. We will make comparisons between this period of time to past and contemporary events, issues, choices, and in doing so we face even more universal questions: What does it mean to be human? How do individual choices affect the larger society? We will face ourselves: What could, should, would I have done? One idea we will surely discover is that there are no simple answers to any of these questions. Course work entails daily reading and class discussion.

JH23 Black History

Black studies begins with the slave trade in Africa and traces the development of Afro-American culture through slavery, reconstruction, Jim Crow laws, the Civil Rights movement to the present. Contributions of Black scientists, authors, politicians, and others will be emphasized. Black people's perspectives of current events will be analyzed. Students will read from a variety of sources and will have writing and role play tasks as well.

JH24 Anthropology

Anthropology is the social science that examines the universality of culture in order to understand the evolution of institutions and values in today's complex human societies. Course work begins in earliest known pre-Homo sapiens societies and then examines the lives of modern hunter-gatherers and other pre-literate societies. Findings of physical and cultural anthropologists and archeologists will be discussed, as well as the role of anthropology in a modern world.

JH26 Modern U.S. History Part I (1940-1960)

This course will cover modern American history from the U.S.'s entry into World War II and ending with the election of President Kennedy. The course will study the causes and effects of major political, economic, cultural, and social changes in that time period. Topics covered include: the nuclear age and evolution of America as the major world power, the origins of the Cold War, origins of a new counter-culture (urban youth gangs, beatniks, rock and roll, and rhythm and blues, etc.), Sputnik and the dawn of the space age, desegregation law and the rise of the civil rights movement with special emphasis on the role of Martin Luther King.

JH27 Modern U.S. History Part II (1961-1980)

This course continues the survey of modern American history, beginning with the Kennedy presidency and ending with the election of Ronald Reagan. The course includes the following and other topics: The Kennedy presidency, the Johnson presidency and the Great Society programs and legislation, U.S. entry into the Vietnam War, the rise of the New Left and the anti-war movement, the assassinations of M.L. King, R.F. Kennedy, and Malcolm X, the new counter-culture of the 60's, the Women's movement (new work roles and sex roles), the rise of the New Right, and the election of Ronald Reagan.

JH33 Government

We will study the structure and function of our federal, state and local government. We will debate the major issues facing our elected officials and what powers voters have to effect change. We will read current news articles, scholarly journals and explore these issues. We will hear many guest speakers who are expert on these issues. We will write papers that explain and defend our opinions.

JH34 Geography

In this course we will study the history of map making (cartography) and learn the geography of the earth. We will learn how to read and make all kinds of maps. We will learn about the different kinds of geographic places -- plains, deserts, mountains, valleys, rivers, oceans, lakes, and dead seas. We will study the different cultures that live in them, and the different kind of systems that link the peoples of the world. We will read chapters from books, news articles from journals, watch films and videos, and hear speakers from around the world. We will make maps and write about the places we explore in our readings.

RINDGE SCHOOL of TECHNICAL ARTS



Established in 1888, the Rindge School of Technical Arts is the second oldest vocational program in the United States. Building on this rich history, Rindge will be one of the first schools in the country to forge new directions for technical arts education. In our program, the mechanical arts merge with academic and fine arts. Students learn to use both their hands and their minds well. As a result, they develop an understanding of technology and its role in our economic and social history.

Our learning environment values physical and artistic expression: students show their learning through products and actions in addition to written work. Students work in teams to pose, understand, and solve problems. They gain skills for immediate employment and build a strong foundation for further education and future careers.

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William Timmins
George Traganos
Paul Walsh
Rosalie Williams

*"There are only two things you can teach a student.
They have roots and they have wings."*

- Jaime Escalante

Our program has three goals:

1. The broad integration of vocational and academic education.

Neither vocational nor academic education can serve as a substitute for the other. Academic concepts and vocational experiences reinforce each other. Curricula is organized around themes generated by academic and vocational teachers who work together.

The study of construction, for instance, is coordinated with the study of homelessness, zoning, and old growth forests. A multidisciplinary approach prepares students for work place and community settings where life is not divided into isolated topics. Students discover that verbal, graphical, numerical, and physical representations are related, and that all are useful in their daily lives.

2. The movement of vocational education from occupationally-specific, narrow, skill-based training to "all aspects of the industry" instruction.

Students need experience in and understanding of the industry they are preparing to enter. They explore labor, community, health, and environmental issues that relate to the industry, and explore the underlying principles of its technologies.

3. The forging of links between vocational education and community economic development efforts.

Students and teachers become active thinkers and doers in their own communities. They learn how to assess the needs of the local community and how to contribute to its revitalization. They have opportunities to work with community-based organizations and companies on various projects.

The community is a laboratory for our students, and our school is a resource for the community.

The Advisory

In addition to counseling and other support services, our program offers an advisory. Each staff member meets weekly with six students in an advisory group. The purpose of the advisory is to assure that each student has close, frequent contact with an adult in our program. This gives students and staff a strong sense of community, identity, and belonging.

Advisees stay in the same advisory group for all of their high school years. There are opportunities for students to change advisors if they have not yet found a proper fit.

Student Record of Achievement and Experience

Each student will create a portfolio which documents his or her experience. It includes basic biographical information, courses taken, a personal statement, an advisor's statement, and a collection of photographs which show the student's products and activities. This portfolio serves as an assessment of the student's work and as a "passport" to show college and employment interviewers.

Youth Leadership

Students in our program participate in youth leadership focus groups. Through this and other group work they develop the capacity to formulate goals, develop inquiry skills, learn to analyze their immediate environment and participate in its governance.

Collaboration with M.I.T.

The Rindge program enjoys a close philosophical and working relationship with the Integrated Studies Program (ISP), an alternative program for freshmen at M.I.T. ISP staff and Rindge faculty develop instructional methods and materials which serve both programs, and which allow for mentoring roles by M.I.T. freshmen for Rindge students.

Cambridge-Lesley Careers in Education Program

In cooperation with Lesley College, we are starting a new concentration that will introduce students to and prepare them for careers in the field of education. With Lesley students as mentors, Rindge students will work in day care centers, after-school programs, and Cambridge primary grade classrooms. Courses at the high school and at Lesley College will prepare students for entry-level positions in day care and public schools, and for further college study towards professional certification. This program is one of the first of its kind in the country, and is a model demonstration site for the National Youth Apprenticeship Initiative of Jobs for the Future.

Cambridge-Polaroid Project

Juniors and seniors may be eligible to enter a paid apprenticeship at Polaroid. The apprenticeship runs for one-half of the school day, and is centered around a "lunch seminar" at Polaroid, which is supervised by a Cambridge teacher and satisfies English and Social Studies requirements. In this unique program Polaroid and Rindge staff work together and coordinate responsibility for students' academic and workplace learning.

Work Study

The Work Study Program employs and grants course credit to eligible students through placements in diverse job settings with lifelong learning potential, with students' pay fully subsidized. Work Study is part of a citywide youth employment network that coordinates job applications, referrals, and follow-up. The Work Study staff offer job-readiness courses, and work with employers to insure that learning and productive work is taking place on the job.

Cooperative Program

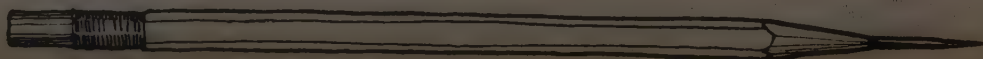
This program places qualifying seniors in paid jobs during their vocational class time. This work experience is monitored for educational value and for compliance with state child labor laws.

Jobs for Bay State Graduates

Support staff identify students for this program, which focuses on personal and career awareness issues and on basic skill remediation. Students receive personal attention through tutoring, guidance, and monitoring activities.

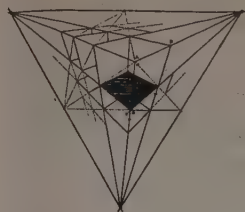
The National Vocational Education Project

The Rindge program is a model demonstration site for a national effort to reshape vocational education. We will be one of the first schools in the country to fully implement the new federal vocational education act's requirements for: integration with academics, all aspects of the industry instruction, and links to community economic development. Coordinated by the Center for Law and Education, the Project brings together teachers, students, and community members from Cambridge, Chicago, Oakland, and San Antonio.



TECHNOLOGY AND COMMUNITY

TATC, TBCT



This is an introductory, one-period course, which students may take for one to four semesters. Each semester, students select one of the industry groups within our program: Communication, Service, Natural Resources, Construction, or Transportation. In each group, students have hands-on, technical experience and learn about all aspects of that industry: They study planning, management, finance, underlying principles of technology, technical and production skills, labor issues, community issues, health issues, and environmental issues as they relate to that industry.

These industries are not explored in a vacuum, but are seen in the context of the political, social, and economic choices that surround them. In addition, each industry is used as a means of studying community economics development. This course is taught by teams of teachers from various disciplines and emphasizes critical thinking skills.

COMMUNICATION GROUP

T1CC

In this area of concentration, students study the information industry. They investigate the art and technology of the transmission of thoughts and images by speech, electronic signals, and the printed word.

Computers

T1CC/CO

Students learn computer language, problem-solving methods, preventative computer maintenance, business math, and the operating system of microcomputers

Electronics

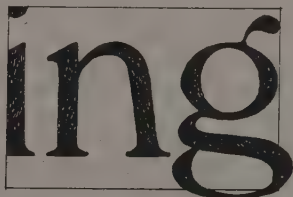
T1CC/ET

Students learn the identification and assembly of common components, soldering, and the reading of schematic diagrams. They design and troubleshoot circuits with oscilloscopes, multi-meters, and other equipment.

Graphic Arts

T1CC/GA

Students learn design, desktop publishing, computer graphics, image processing, phototypesetting, paste up, copy preparation, stripping, plate making, presswork and bindery. Students run an actual graphics enterprise.



SERVICE GROUP

T1SG

In this concentration, students study the production and consumption of services that do not directly produce goods, such as human services.

Culinary/Baking

T1SG/CA

Students are involved in the total operation of a restaurant and bakery enterprise, with an emphasis on nutrition and health concerns. In chef training, they learn all phases of quality food preparation, using commercial standards for that industry. In baking, they have an in-depth study of ingredients and methods for producing quality baked goods.

Teaching

T1SG/TG

Students pursue coursework resulting in entry level child care positions or preparation for post-secondary teacher education. They are paired with a Lesley College student as their mentor. They study the sociology of education, and will serve as interns in child care centers, after-school programs, or in a primary grade classroom in Cambridge.

Health

T1SG/HL

Students learn basic patient care and have experiences in hospital and clinical settings. Students may receive advanced placement credit towards an associate degree in Bunker Hill Community College's medical program.

TRANSPORTATION GROUP

T1TR

In this concentration, students study various dimensions of transporting passengers and materials. Our focus includes issues such as public transportation, fuel use, and the effect of transportation systems on the environment.

Automotive/Autobody

T1TR/AU

Students learn the fundamentals of automotive and autobody systems repair, and operate the full range of an actual automotive and autobody enterprise. They learn the scientific principles of engine design, and the artistic principles of body design.



CONSTRUCTION GROUP

T1CT

This industry involves the design and building of residential and commercial structures, and the design, installation, and repair of electrical and mechanical systems within them.

Carpentry

T1CT/CR

Students learn the fundamentals of wood-frame construction. They use a full range of tools and techniques, including blueprint reading, layout, design, and estimating. Their study includes the examination of such related issues as deforestation, weatherization and energy conservation, community revitalization, and zoning.

Drafting

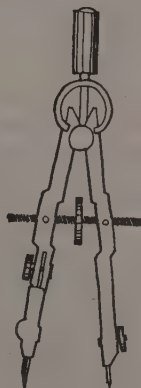
T1CT/DR

Students create in the universal picture language used by most industries to translate ideas into designs. The emphasis is on mechanical, electronic, and computer-assisted practices. Students study the theory and principles of design as they visualize, draw, and build in two or three dimensions.

Electrical

T1CT/EL

Students experience an in-depth study of electrical theory and practice, with a strong focus on occupational safety and health concerns. They learn about the installation, maintenance, and repair of electrical systems. The course prepares students in blueprint reading, motor controls, trouble-shooting, schematic diagrams, and various laboratory experiments. Upon successful completion, students may become an electrician's helper or apprentice.



Metalwork

Students engage in activities of machining and sheet metal fabrication. They learn the use of precision measuring instruments, lathes, milling machines, and other tools as they measure, cut, and shape metal to blueprint specifications. Students are introduced to Computer Numerical Control milling, including programming and operation.

Technical Theatre courses, offered by the Dramatic Arts Dept., are available to Rindge School of Technical Arts students as a part of their construction curriculum. See course descriptions under the Dramatic Arts Dept. (D020, D960)

NATURAL RESOURCES GROUP

T1NR

This evolving industry develops technologies which protect the natural environment from air and water pollution, wasteful use of resources, and excessive human intrusion.

Enviromnetal Technology/Landscaping

T1NR/EN

Students will explore the growing recycling industry, and engage in activities which explore and reclaim land for preservation and public use. They will also develop skill in the design, alteration, and planting of grounds, including the study of botany and the use of environmentally sound materials.



Flexible Scheduling

We strive for the greatest flexibility in scheduling - so as to provide a variety of coursework which is most suited to each student's individual needs.

Students may take most of these courses for one, two, or three periods per day. If you are interested in taking an oncourse combination of these courses, please speak to us. If you would like to pursue something that is not listed here, call us at 349-6751. Perhaps we can develop it for you.

Senior Projects

Seniors may elect to satisfy most of their second semester requirements by undertaking a senior project. The Senior Project Committee will review all project proposals. Each project will be supervised by a member of the teaching staff.

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 Physical Education (Ms. Lynne Yeamans) 349-6690
 Reading (Mr. John Sennott) 349-6637
 Science (Mr. Al Weinstein) 349-6792
 Social Studies (Ms. Carole Chaet) 349-6731 (Mr. Ted Martin) 349-6742
 Work Study (Mr. William Fulginitie) 349-6716

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Assistant Superintendent for Administration
 Sandra G. Spooner
Assistant Superintendent for Curriculum and Instruction
 James Conry
Executive Director of Management Services

Edward R. Sarasin, Principal, Cambridge Rindge And Latin School
 Dr. William McLaurin, Acting Principal and Assistant Principal for Policy and Students
 Dr. Diane Tabor, Assistant Principal for Curriculum and Instruction
 Dr. William J. Mangan, Acting Assistant Principal for Management
 Larry Rosenstock, Acting Executive Director, Occupational Education
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 Dr. Ruben Cabral, Administrator, The Academy
 Dr. Margaret LeGendre, Assistant Principal, Fundamental School
 Ruby Pierce, Acting Administrator, House A
 Dr. Paula Tucker-Hogan, Administrator, Leadership School
 Dr. Ray Shurtleff, Dean, Pilot School

Register Forum

The Cambridge Rindge And Latin School

PBS Highlights R&L As Model School

By Ben Schlaver
Editor

Three months and a war later, the Bill Moyer's Special finally aired on PBS. On April 10th, Cambridge Rindge and Latin School became even more famous. The show itself was incredibly long, with a good hour of round table discussion. The piece on Cambridge R&L was excellent according to most viewers.

Starting off with Mrs. Helen Ford (our resident Safety Specialist) greeting kids in the morning, she explained how important it was for her to know the first names of students. She remarked, "Helen is the name my mother gave me so that's what I want to be called."

The cameras continued the morning with WRLS and Bell, Biv, Devoe. - doing an unspoken explanation of why music rings and not a bell. After a quick

montage of hallway shots, and a quick quip from Principal Edward Sarasin, the camera followed Dr. Diane Tabor, Assistant Principal, into the Enterprise Co-op kitchens. There she explained how kids, who would be dropouts elsewhere, are given a reason to come to school: Co-op. They showed students preparing lunches for the younger kids in a very busy kitchen.

Then came Marsha and her story as a senior. Marsha's parents left here and returned to their native Jamaica, leaving her with two unsupportive brothers. She was helped through high school with the help of English teacher Phyllis Bretholtz and House A Administrator Ruby Pierce. Ms. Pierce gave an emotional interview in explaining how Marsha and others needed help from their school. Marsha



Television's Bill Moyers and Dr. Diane Tabor, Assistant Principal, took a look at our school's success on a recent PBS special. (Photo courtesy of Bill Moyers)

went on to graduate and enroll at Newbury Junior College as a hotel management major.

The Bilingual Program at C.R.L.S. is very intense. The cameras rolled in Ms.

Marley Mitchell and Ms. Isabel Primé's team teaching classroom. There they explained how some kids come to the country with a 1st or 2nd grade reading level. There, they try to get the kids reading at 3rd or 4th grade, but more importantly, get them comfortable with their new country and its language.

Assistant Principal Dr. William McLaurin opened up the story of Dennis Benzan with the explanation that minority kids need minority role models. He and other teachers at C.R.L.S. provide support for these kids. Dennis, also a recent graduate, lives with his mother and brother. He has to not only be the "man of the house", but the landlord of the family's triple-decker. Mr. Leslie Kimbrough helped to explain his story. Shots of Kimbrough and McLaurin in action helped support the idea of minority role models. Dennis, who was so busy with SAVE marches and his family, had trouble keeping his grades up, but he pulled through. He is now at Howard University in Washington, D.C. and plans to become a politician.

Again, Mr. Sarasin came on talking about how this school cannot handle budget cuts the way people cut... percentages. He told the country how things like the Copy Center, Enterprise Co-op, and hundreds of others things happening at C.R.L.S. all need the money, the support, and to stay un-cut.

The television documentary ended with Marsha's acceptance and full scholarship to college. Her counselor Mr. Vincent Spencer helped her along and was shown doing just that. The last shots were of her getting attired in her graduation cap and gown.

INSIDE

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Chadhuri Wins 2d Place in State

By Ben Schlaver

Coming to the United States from India in 1989, Abeer Chadhuri is new to our country. His love for science grew during the summer of 1990 when he got a job at



Mass General Hospital. Abeer started doing an independent project in the Molecular Biology Department. Three months and a week later, the Academy senior entered the C.R.L.S. Science fair with a project entitled: Restriction Mapping of P-GEN-7. Abeer won first prize, sending him to Somerville High School and the regional competition. Twenty percent of the 200 projects at Somerville were going to be picked to go on to the state level. Abeer was chosen.

On April 25th and 26th at the Massachusetts Institute of Technology, Abeer went on to win 2nd Place, a summer scholarship at M.I.T., and an Earthwatch Science Expedition Scholarship where he has \$1000 to go anywhere in the world related to science.

School Budget Update

By Ethan Nasr

Though the School Department budget has still to be decided, there have been some new findings. The Cambridge School Committee has gone over the Superintendent's proposed budget cuts of 4.4 million dollars and revised it. The Superintendent proposed to shave 1.1 million dollars off of the high school budget. A minute fraction of the money to be taken out is to be put back in. In brief summary, the Russian program will be saved, one guidance counselor position will be kept as well as the in-school suspension position. In addition \$25,000 will be put back into the athletics budget as well as \$10,000 for new computer equipment. Computing salaries and reductions, the total amount of addbacks is approximately \$140,000. This budget is still tentative as it is only the revised budget of the Superintendent. To be approved, it must be voted on by the City Council within approximately one month.

House Speaker Flaherty Speaks to Students

By Brook Dooley
Editor

On April 24, Speaker of the Massachusetts House of Representatives and Cambridge Representative Charles Flaherty came to C.R.L.S. to speak to students about his life in politics and the goings on at the State House. Flaherty was brought to the high school as a part of the on-going Class Mates Program which brings successful Cambridge residents to speak about their experiences. The Class Mates Program is a joint project of Cambridge Discovery, Inc., the



Cambridge School Department, and the Cambridge School Volunteers.

Speaker Flaherty started the hour-long question and answer session by speaking about his years in Cambridge and how he came into politics. Flaherty grew up in West Cambridge and attended Boston College High School and later Boston College. At the age of 22 he joined the Navy where he became interested in politics. He later served as a leadership instructor at the Naval Instructors School in San Diego. He became an instructor in order to rid himself of his fear of public speaking. It was in 1966 that he first was elected, beating two better. (continued page 2)

Dr. McLaurin Has Served Well In New Administrative Role

An Interview with the Acting Assistant Headmaster for Policy and Students



Photo by Ben Schlaver

By Luisette Delva

Who's the man behind the title? We know him as a teacher, friend, faculty member and, most currently, as Acting Assistant Principal for Policy and Students.

What does this mean? In a recent interview, Dr. Bill McLaurin claimed his job entailed "working for the students." This includes working with all student related activities that occur within school

(i.e. clubs, guidance, C.R.C., student government, etc.).

The actual position was obtained through a certain amount of "heated debate". Last fall, when Dr. Elsa Wasserman had vacated the position to become principal of Chelsea High School, Dr. McLaurin was very much concerned with the interests of the students. He had kept a close liaisonship with Dr. Wasserman and knew what an

asset the school was losing. With this thought, he accidentally met up with Mr. Patrick Murphy, Assistant Superintendent for Administration. Dr. McLaurin was explaining the "good" characteristics which constitute an excellent person for the position. While "throwing out" these ideas, Dr. McLaurin could sense that Mr. Murphy was thinking of him. At that point he backed down. The application deadline had expired, only to be extended at the next School Committee meeting.

After much enticing debate and discussion with colleagues, Dr. McLaurin decided to apply. Doc said that a stimulating remark made by one colleague kept registering in his mind. This was that as Assistant Principal for Policy and Students, one would be more effective at reaching the needs of the students versus teaching only a small percentage of the student body. In a well presented analogy Doc claimed that one of the advantages of his job was to "better or create a positive attitude for a greater number of students. It's like meeting the needs of 21 students or 2100!" Upon acceptance of the job, he made one request: that he remain teaching. So loving, so devoted is this man that he tries to offer himself for the benefit of others.

Some may wonder why the position is called "acting"? When Dr. Wasserman left, she maintained a right to take one year of leave of absence. However, her

deadline to indicate a return was in April. Since she declined, there will be a search for a permanent replacement. The question addressed to Dr. McLaurin was, "Would he apply?" His answer, "I'm leaning towards it." The question shows his true love for his students as he still has an option to return to teaching. "I'll cross that bridge when I reach it. I'm leaning towards the Assistant Principal because I want to help students as a whole."

Whether being an Assistant Principal, teacher or friend, Dr. McLaurin will always be appreciated for the outstanding work he has done this year. Truly, in proclaiming the essence of an outstanding teacher and administrator, he did not know he was speaking of himself...

"You need love in an environment. That's what I'm trying to do. Once you have love, it all filters in.... I believe in students! Students have every right, but not the right to fail! I won't let them do that!"

THANKS TO

Bill Timmins,
Health Ed. Dept.
and
Lynn Schoeff,
Teen Clinic

for a great
CRLS HEALTH FAIR

Speaker Flaherty Visits R&L

(continued from page 1)
known candidates by pounding the pavement and getting to know his constituents.

Throughout the discussion, Mr. Flaherty was relaxed and encouraged questions from the 30 or so students who had gathered to hear him speak. As the topic of discussion switched from his past campaigns to present day issues, the Speaker used increasingly harsh words to describe Massachusetts Republicans whom he accused of "poisoning the atmosphere" on Beacon

Hill. He remarked that he thought that Governor William Weld was still campaigning and that he wished more serious work was being done on budget issues. When asked about the Massachusetts economy, Flaherty responded by saying that he thought the recession, which he believed was caused by the inflated real estate market of the 1980's, would end soon but that economic recovery was a few years off.

Overall, the students seemed to enjoy themselves listening to the Speaker. The Class Mates series, which has brought Derek Smith to the school, will continue later this month when Sgt. Garfield Mollison of the Cambridge Police Department comes and speaks.

Students Featured About Condom Policy

By Jason Huang & Matt Lambert

Recently an article appeared in the Boston Globe questioning the success of the newly implemented system of condom distribution at C.R.L.S. The article told of the mixed feelings by students about the availability of these contraceptives which arrived last year as a result of student pressure.

Senior Emily Arkin was quoted as saying, "It was a big political point for kids to get the program here, but now no one uses it."

John Crossman had a different opinion about the program. He said,

"In a year it's gone from kids taking loads of chances to almost every guy carrying condoms and being careful."

Senior Holly Leith said, "Kids have silently gotten the message."

The way to obtain contraceptives at this school involves speaking to the staff members of the Teen Health Center (THC). The Globe cited this reason for perhaps intimidating some students from going to get them. The Center distributes about 300 condoms each month.

Marie McFadden of the THC says, "Some students clearly want advice."

Notes

• Congratulations to the students in the **Art Department**. For the second year in a row they have been awarded the 1991 Citation for National Achievement from Scholastic Inc.

• Congratulations... also to **Matthew Brackett** for winning a gold medal in New York Scholastic Competition for his acrylic painting.

• Any student interest in learning the **Japanese language** and becoming familiar with Japanese customs and activities please sign up with Reyko in the Pilot School office.

• **Senior Exams** begin on Friday, May 17, with the period 7 examination and proceed according to the schedule below: Grades will close for Seniors on Thursday, May 23, and will be due Tuesday, May 28.

Period 7 exam on Friday, May 17; Periods 5 & 6 exams on Monday, May 20; Periods 3 & 4 exams on Tuesday, May 21; Periods 1 & 2 exams on Wednesday, May 22.

• The **Teen Health Center** once again must remind all members of the C.R.L.S. community that handwritten notes will not be accepted as passes by Center staff. Students must have official passes to see the nurse. Students will be sent back to class if they do not have official school passes.

• Congratulations to the students who won free memberships to the **YMCA**.

• The **Annual Music Department Spring Concert** will be held on Thursday, May 16 at 7:30 p.m. Tickets are \$3.00 and may be purchased from any music student or at the door.

• The **AP Exam** schedule continues throughout this week. Physics is on Thursday, May 15 in Room R124; Chemistry is on Friday, May 17 in R116. Both begin at 8:30 a.m.

• **Deadline for Summer Jobs Applications** closes Friday, May 17. Check the Summer jobs table at the Career Resource Center, open from 11:30 a.m. to 1:00 p.m. You can ask questions and meet representatives from Cambridge Youth employment programs. You must fill out an application and all supplementary forms by May 17 in order to be considered for a summer job through youth employment program. We can't promise you a job but we may be able to help. Sponsored by CityWide Youth Employment Office.

• **Sandra Spooner**, Assistant Superintendent of Schools for Curriculum and Instruction, will be the speaker at the sixth annual Chapter 1 Awards Presentation and Open House at 7 p.m. on Thursday, May 16, in the CRLS cafeteria. More than 50 students will receive awards in recognition of their academic and social achievements.

• Two members of the C.R.L.S. family were honored recently in the nation's capital for their national TV appearances. CRLS student **Tanya Brown** and former student **Dennis Benzan '90** were among the special guests at a reception in Washington last week. Both had been featured in correspondent Bill Moyer's recent special program on American education on PBS. Dennis, now a student at Howard University, also was invited by Sen. Edward Kennedy and Rep. Joseph P. Kennedy II to testify May 1 before the Joint Committee on Education.

• Seniors are reminded that they will not be allowed to take their final exams if they have not returned books to the library or their courses. They must present a **LOST TEXTBOOK** form or a pink **LOST LIBRARY** form when they take their exam.

ALUMNI PROFILES

Dreams Do Come True

Kathia Manzi '86

Former Editor Reports WGMC-TV News

By Kevin Morris

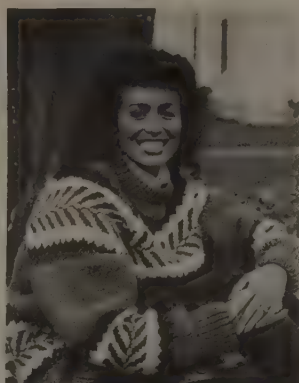
Here at C.R.L.S. it's easy to pick out students who have worked hard to achieve their goals - people such as NBA star Patrick Ewing, television actor Max Casella, and another NBA rookie sensation Rumeal Robinson.

Well, there's another former C.R.L.S. student who may not be as famous, yet, but is working hard to achieve her goal. Her name is Kathia Manzi, class of 1986.

Not too many years ago a teacher was just going through his regular day when a young girl came into his office. She was a thirteen year old freshman. At that time she let him know of her ambition which was to become a news anchorwoman. Kathia then joined the *Register Forum* because of her interest in writing, a skill needed by television news people. Her first story was entitled "Voices". In this story she asked freshman students what they thought of C.R.L.S. After two years of writing and reporting, she became an editor.

"She wrote about everything," proclaimed Mr. Surette, faculty advisor for the newspaper. "And she was good at it, too."

During her time as editor the 100th anniversary of the *Register Forum* came up. Kathia was in charge of a special issue of the paper that the Massachusetts Press Association



selected as the best student paper put out in Massachusetts.

Kathia went on to Wheaton College, at one point the oldest women's college in the United States. The school decided to change though and make it co-ed. Kathia graduated in the last all female class in 1990.

After four years of hard work, in and out of class, Kathia got a job at a Worcester T.V. station, WGMC Channel 3 where she works as a field reporter, one who reports from the scene. WGMC serves twenty two communities so while it may seem that you don't know the name Kathia Manzi, it would seem that many people in mid-Massachusetts do know it. While working there she has covered everything from a tragic story about a big fire to a warming story about U.S. troops coming home from the Persian Gulf.

In talking with some of Kathia's former teachers, words like confident, ambitious, and dedicated were mentioned. In talking with Kathia about her work, one learned that her job is more hectic than one might think. First she has to rush to the scene of any story and find out what exactly is going on. Then she has to take all the information and find a way to write it in a clever way and quickly. Finally she has to present it on the news either at the news desk or live on location. All this is done under the pressures of a deadline.

"Of course it helped," answered a zealous Kathia when asked if her high school education helped in any way. "One thing I've found from the *Register Forum* till now, is that any story in any media, whether print, radio, or television, can be done over or re-written."

I had a lot of fun talking with Kathia. Mr. Surette summed it up saying, "I knew that if anybody could achieve her goals, I knew that Kathia could!"



**KNOW OF AN ALUMNUS
DOING SOMETHING SPECIAL
OR INTERESTING?**

**Speak with any staff member
about a feature story
in a future newspaper.**

Honorable, Judge Severlin Singleton



Rindge graduate Severlin Singleton '66 is now a judge and was a guest of the C.R.L.S. Law Club at its annual Law Day, U.S.A. meeting. (Photo by Ben Schlaver)

Parenting Program Highlighted In Newsweek Magazine

By Karen Rice

In the summer of 1990, Newsweek came out with a special edition entitled, "The New Teens - What Makes Them Different". In the contents of the magazine was an article called "High School Homeroom" which featured Cambridge R&L's own First Steps child care center and the Adolescent Parenting Program (APP).

The basic reaction from the staff and teen parents involved in First Steps was positive. However, it was felt that it was not as complete as it could have been, and that a few updates were needed.

Sue Hall, a staff member at First Steps, was quoted as saying, (you) "don't get a feel for people and struggles they have to go through." Some of these struggles include balancing a job, school, being a parent, and even finding a place to live.

The issue of homelessness for teen mothers has come into the spotlight since last summer. Affordable housing is difficult for those under 17, and with the current state of the economy, budget cuts do not help. Shelters will not even take in mothers who are under age. To try and combat this issue, the Rindge Technical Vocational Program (now renamed Rindge School of Technical Arts) had two of its students, John Soares and John Pacheco (work with Bill Fallon Construction to renovate the Erikson Center (see *Register Forum*, February, 1991), which will provide affordable housing for elders and teen mothers. To further help the homeless issue, mothers have visited the State House to make themselves and their situations known.

Like the needs of the program, people change, and their situations change. Latrenya, who was featured in the Newsweek story, is no exception to this rule. Since the summer she has become more independent, has taken more control of her life, and even graduated from high school.

You might see her in the hallways still, and you might think it strange, but Latrenya is back to take classes she "should have taken." These include Word Processing and Typing. These skills will become useful when she attends Bunker Hill Community College. She is doing pretty well; her grades "weren't as they were, but they're good." After a two year stint at Bunker Hill, Latrenya plans either to attend Leslie or Emmanuel College.

Today, Latrenya has a "good job" as a night manager of a retail store. She was promoted from her job as a cashier and is glad she is making more money. This enables her to help her mother with the rent money.

Students involved in APP are required to take five classes a day that help prepare them for, and deal with, motherhood. These include: Life Skills, Child Development, Career Awareness, and a social studies class which deals with personal development and tells of services available to young parents. Latrenya said that these classes taught her "how to take better care of the little one."

Overall Latrenya said it was a good article and she felt that nothing was missing. In fact, there was too much since Newsweek "put some things I told them not to." Since the article, she has definitely done very well and she is very happy that she doesn't depend on dear old Mum as much as she used to.

Carol Nolan-Kelley, the new Day Care Manager, encourages the support of people in a variety of ways. "We thank those that have contributed with time or donations. We hope with everyone's continued support that the program will remain an essential part of CRLS."

APP has been everything but a disaster. Most of the mothers went on to college and some even graduated high school with honors. One student even received a full scholarship to Leslie College.

Doris Gilberti, another staff member, had high praise for APP. "The program is wonderful for the babies. They get good care, safety, love, and they are learning. She sums up the whole point of First Steps and APP saying, "Young pregnant teenage girls get an education and a chance to better themselves."

Naomie Remy '89

Volunteer Hopes To Be TV Reporter



By John Youte

Naomie Remy is a graduate from the class of 1989 who, for two years, has been a volunteer at C.C.T.V. where she has done filming, taping, editing, and on-camera interviewing. While she volunteers once a week (usually from 9 a.m. to 3 p.m.), she spends the rest of her week as a second year student at Quincy Junior College, majoring in Communication. Naomie also is employed at the Mass College of Art and office worker.

Naomie also was involved in the *Register Forum*. She said, "it opened my mind to being a reporter." She also used to film people's weddings with her own camera before working for the cable television station.

At C.R.L.S. Naomie enjoyed music. She said that "Jimmy Smith's class inspired me." On April 28th she was a soloist at Boston's Strand Theater as a Gospel singer.

Naomie is known for always having a smile every day. At her school she is running for Class President, bringing a lot of smiles to a lot of people.

On the Environment

We Either Use Preventitive Measures. Or...

By Ethan Nasr

(This is the fourth and last article in a series on environmental issues to appear in this year's volume of the Register Forum.)

Scientists predict the earth will live for another 4-5 billion years. But some insist that we are considerably ahead of schedule because of the rate at which we are poisoning our environment with toxins, extinguishing species of animals, chopping down trees, etc. If the nations of the world were to take immediate action, the destruction of the global environment could be slowed. However, some irreversible damage has and will continue to be done. Even if fossil fuel emissions are cut drastically, the overall level of carbon dioxide in the atmosphere will still increase which will also contribute to the greenhouse effect. Even if toxic dumping is banned outright and the ban is strictly enforced, some lakes and other bodies of water will be tainted by poisons that have already been released. Even if global population growth could somehow be cut in half, there would still be more than 45 million new mouths to feed next year. All these things put further strain on a planet that is struggling to sustain life under stress.

Sooner or later the earth's human inhabitants, so used to adapting the environment to suit their needs, will be forced to adapt themselves to the environment's demands. When that day comes, however soon or far away it may be, how will society respond? How will

the world cope with long-term changes that are likely to be in store?

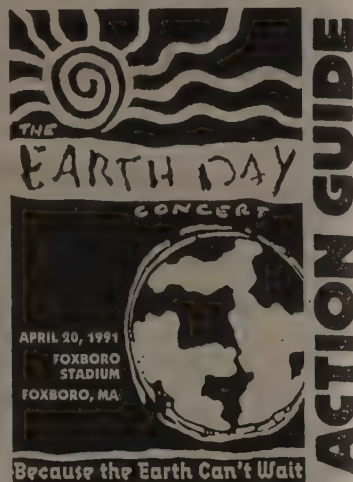
Until that point, people will most probably still drive Cadillacs, throw away all their trash, use aerosol cans, etc. However, when the day comes, will we be able to adapt? Scientific journals have classified the Homo sapiens as "an immensely resourceful species, with an impressive ability to accommodate sweeping change." How will that statement hold up to reality?

Necessity is after all the mother of invention. In the past, people have survived in the most strenuous of conditions. The Dutch, for one, have managed to live more than 12 feet below sea level for hundreds of years through the use of dikes and levees. Droughts in Asia have been fought by collecting rainfall and finding alternative sources of water besides rain. Newly industrializing European towns have survived through the harmful effects of severe soot pollution. This does not mean, however, that everything can be easily resolved.

The problems of agriculture, for example, are likely to turn critical in the next century, as growing populations, deteriorating soil conditions and changing climates put even more pressure on a badly strained food-supply system. Other problems concerning ozone, global warming, garbage, energy, overpopulation, deforestation, pollution and bio-diversity will require attention and

extreme concern as well.

Man has always shown a great capacity for adjusting to change. Past generations have survived floods and ice ages, famines and world wars. Despite this fact, there is a grave danger when dealing with the environment to relying on adaptation alone; societies could end up waiting too long. Many of the global processes under way, like the complete annihilation of species, are irreversible. Others, like global climate changes caused by man, are so extensive that if allowed to progress too far, could prove to be overwhelming. Common sense suggests that taking preventive measures now will give humanity a much better chance to adapt to whatever happens in the future.



WHAT!? Only ONE Day!!?



Earth Day at Foxborough Stadium (E.Nasr photo)

By Ethan Nasr

Yes, that one special day has come and passed again. The day where everyone tries to waive the green flag at once. The day where corporations put on a media blitz of advertising exclaiming "we love the environment too." This marketing monster of an event is known as Earth Day. Hopefully, this year the environmental movement was able to survive its commercial abuse and go forward toward its goal for a cleaner planet.

Some people might ask, what is the real purpose of Earth Day? Earth Day is not the day where you decide to buy biodegradable or recycle plastics, cloth or disposable diapers, etc. Earth Day, as some would put it, is a day to reflect on the state of the environment; the other 364 days are then used to act upon these thoughts and bring about change.

There is a new environmental movement sweeping through the U.S., as well as the rest of the world. It is a movement that starts at the bottom, within neighborhoods, cities, states. Masses of local changes have revolutionized environmental thinking. The local level of environmental care has come about from the decline of the Environmental Protection Agency (EPA). Unfortunately, during the last decade, the Reagan and Bush administrations have cut most of the EPA's clout leaving it up to the states to take environmental

action. Fortunately, this leaves environmentalists knowing that they can now make a difference and are needed. That, as some might say, is the purpose of Earth Day: to make people aware that they can produce a difference.

On its 21st anniversary, Earth Day was celebrated with concerts, clean up efforts, tree plantings, festivals, rallies and other activities. A small group of people from CRLS traveled to the Earth Day concert at Foxborough Stadium. While some people came for the music, most came for the cause. Not only was the audience environmentally aware but so was the stadium itself. Solar-powered energy was used to power the stage lights and sound. Carpoolers got rebates on merchandise. Toilet paper and napkins were made from recycled paper. Cups were reusable. Commemorative T-shirts were made from unbleached cotton. Vegetarian options were also available at the concession stands.

Now that Earth Day has passed, possibly some people may have reverted back to their unenvironmental practices. It would be unrealistic to think everyone has changed for the better of the earth. The thing that counts is that there was a difference after April 22. No matter how infinitesimal that change was, it was a significant one.

BIKE TOUR
OF THE EIGHTH

May 18, 1991

Coordinated by the Charles River Wheelmen

20 Mile Ride

through the

Eighth Congressional District.

- Begin and end at Herter Park, Brighton.
- Begins at 10 A.M.
- Picnic Hosted by Congressman

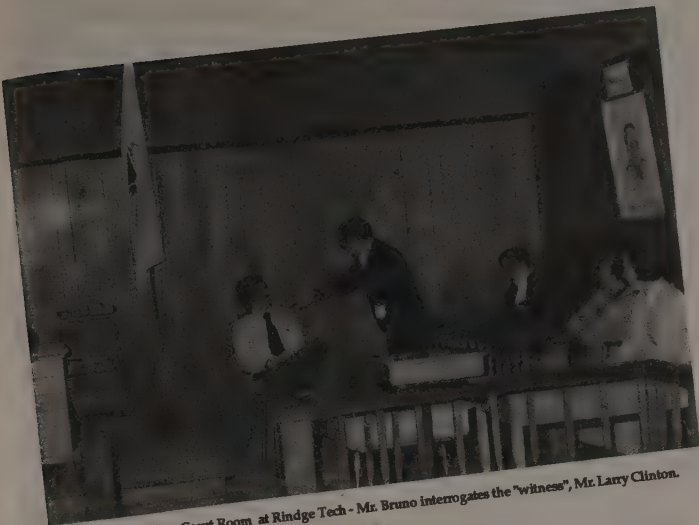
JOE KENNEDY

Herter Park at Noon.

(Joe will participate in the 20 Mile ride.)

Law Classes Celebrate 20 Years

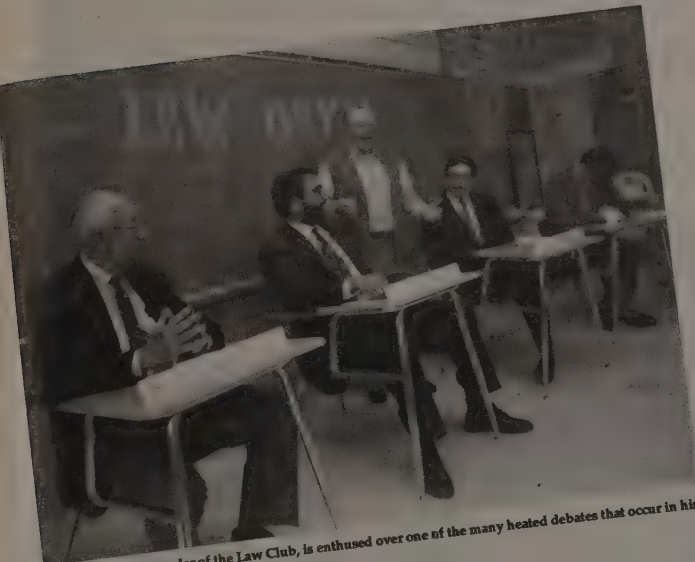
With Annual 'Breakfast With Judges & Law-Related Personnel'



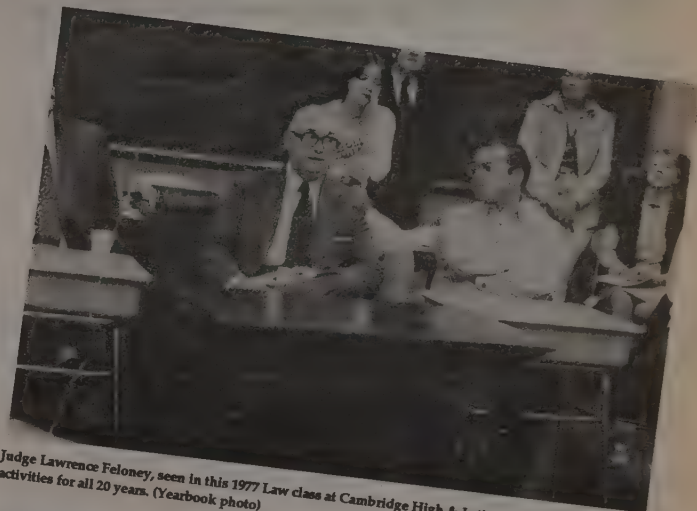
Demonstration Court Room at Rindge Tech - Mr. Bruno interrogates the "witness", Mr. Larry Clinton.



Rosie Hinds, the first Law Club President, receives Club award from (l-r) Mr. Bruno, Mr. Clinton and Mr. O'Connor. (Law Club photo)



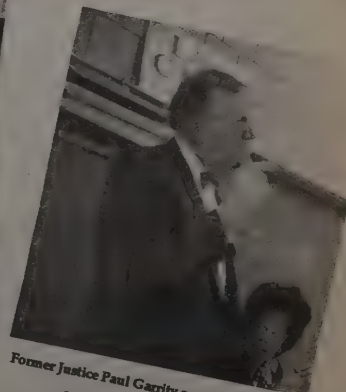
Mr. Anthony Bruno, founder of the Law Club, is enthused over one of the many heated debates that occur in his Law classes. (Ben Schlaver photo)



Judge Lawrence Feloney, seen in this 1977 Law class at Cambridge High & Latin, has participated in Law Class activities for all 20 years. (Yearbook photo)



In 1984 Law Day USA was held with a huge crowd in the Cafeteria. (Bobby Jones photo)



Former Justice Paul Garrity speaks to the 1991 Law Day audience

Law Education Innovations Brought To C.R.L.S. By Mr. Bruno

By Raisha Vaidya

During the 1970-71 school year, Mr. Anthony Bruno originated the Law course for both the Rindge Technical School and the Cambridge High & Latin School students. The original name of the course was "Teens and the Law... Government Laboratory" but was renamed "Law Criminal/Civil."

The Law course evolved from a School Committee meeting which was acknowledging the efforts of Mr. Bruno's senior Economics and U.S. History classes in filing legislation in the Commonwealth's General Court. The first group of law students included more than 300 seniors.

While teaching the course Mr. Bruno, influenced by the suggestions of his

students and fellow teachers, was urged to apply for and did receive a federal grant to construct an all-student Demonstration Court Room within his room in which he taught law. During their "free" time, 70 students constructed the court room. It took five months. The project, along with the unique "conference telephone" became one of a kind in the nation. The court room was used as a teaching tool by many other teachers and schools.

Law-related personnel and agencies became involved with the court room. Mr. Bruno believes that one of the best ways to improve learning is by establishing a semi-formal relationship with law-related workers on a regular basis. Today, the classes listen to

speakers consisting of police officers, fire workers, judges, counselors, and parole officers. Many of the speakers are Mr. Bruno's former students.

The informal relationship of the students with the law evolved in the C.R.L.S. Law Club. The Law Club gives all the students, regardless of whether they're enrolled in the Law course or not, an opportunity to pursue interests in the everyday workings of the law. The Law Club still exists, even though the court room structure was lost upon the merger of the two schools (in 1977). Mr. Bruno tried to rebuild a new demonstration court room but was unsuccessful. Many innovations such as seminars, mock trials, filing of legislative bills, field trips and the early morning (i.e. before school)

"Breakfast With The Judges" have endured even today.

Mr. Bruno hopes he will educate young men and women to become more dedicated to the understanding of life, as it is and as it can be, with law and order.

(The Register Forum joins with the entire school in congratulating the Law program on its 20 years of success. Other organizations are encouraged to feature their anniversaries and special events.)



COMMENTS

Hats Off!



If The Shoe Fits

In this country we seem to be insulting the native citizens of this land. We call them Americans but most of the time they don't like to be referred as such. In America we discriminate against the natives by using them as mascot in order to show that they were (are) uncivilized. The truth is that we should look around and tell who is uncivilized in this country. Last year our school saw a change because our former mascot was immoral and a disgrace to the natives. At North Quincy High School people are protesting the use of the Yahoo as the school mascot. This native is depicted with a long nose and a mean face. Natives feel that the school should change its nickname. Once again the students have been blind to their prejudices.

Native Americans have always treated others with kindness and shared the land. Others have always thought that it was okay to use a drawing of a race as a mascot but never seem to place their own face as uncivilized. After all, if the shoe fits, wear it.

JOHN M. YOUTE

Our thanks are extended to Ben Schlaver '91 and Brook Dooley '92, Editors of this year's Register Forum, for their hard work and dedication.

LETTERS

On Graduation

Dear Editor:

Graduation is the greatest thing in high school. If you really want to leave your high school, it's the best thing that will ever happen to you while you are in school. When it comes to leaving some of your friends back, you wish you could stay. I always thought this was going to be an easy task to finish, just get good grades and while you are there just make some friends. Well, I did that part and I still feel there is something missing. This year I kept on saying to myself, "if I had another four years I would do it different." No I don't think I could or would. I cherish the four years I had at this high school. But sometimes one more year with my friends is what I ask for. High school was to send us out into the world or college, but to one 18 year old Haitian young man, it makes him want to be another kid again.

I remember freshman and sophomore years. Those were the best two years of my teens. I want to thank especially P2, R214 and R218 posse. "Keep on movin' - we gonna get there somehow."

Peace,
LUDGER LABISSIERE

Walkout Was Weak

Dear Editor:

Well, it's getting down to the end of the year and this is the last issue of the paper that most seniors will see. So, I guess I can get down to it and talk about the biggest blot of the

school year - the January 15th walkout.

Yes, on January 14, 1991, pamphlets telling about the upcoming walkout were passed out through school. It makes me wonder how the persons who went through all this work felt when such a small minority actually walked out. Well, maybe the pamphlets just got through certain hallways!

When I first got one of the pamphlets about the intended walkout, I felt the same way many of the participants felt... "Boy, what a way to get out of school." But then it hit me. It was about Operation Desert Shield/Storm. These protesters didn't feel that this was a war worth fighting. After listening to one of the protesters, one would ask if there is any war worth fighting.

I believe that we had to fight this war if not to help the poor Kuwaitis then to keep freedom alive and not let a madman get too much power. This war had a good cause and it was one we could/did win. I mean this was not another Vietnam.

I have a feeling that some of these protesters protested for one reason - so they could fill their politically dead lives and be able to say, "I protested the war."

Don't think the protesters went unrecognized. Saddam "Insane" Hussein went to the point to thank all the protesters of this country. This same man chemically killed his own people. Now he thanks the protesters. How does this make them feel?

Well, in putting down all the protesters I forgot one thing... maybe the walkout was just a scam to get out of class for a day. Well, if so, to those who came up with the plan, next time use a better cause like the roaches in the building but don't use a cause that died out with the renewed "All we are saying is give peace a chance" song.

KEVIN MORRIS

Reader Responds

The Register Forum is published by the students of the Cambridge Rindge & Latin School, 459 Broadway, Cambridge, Massachusetts 02138
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Faculty Advisor
Mr. Stephen Surette

It's A Worldwide Lottery

The lucky lottery winner for this week is Bangladesh. Bangladesh wins for keeping the attention of the media on their tragic situation for one week. The winner will receive a plethora of aid from the United States. Once attention shifts to a different tragedy in the world however, Bangladesh will have to fend for itself. Last week's winners were the Kurds, who are now close to being a short paragraph in a history book.

The lottery I am talking about is the one of world relief aid. These days, media attention seems to determine who receives relief aid. Once on the front page or on television, the U.S. takes on a moral obligation to donate relief aid. Everyone might remember Ethiopia's famine, Armenia's earthquake, Jamaica's hurricane (Gilbert) and Mexico's earthquake, but that is the problem. Why are these places only memories? Horrible conditions still exist in these places but an insignificant amount of aid is being sent to them. The problem lies in our limited attention span. The media alerts us of natural tragedies that have befallen countries, but that is it. These disasters are only a (news) flash in the pan soon to be put on the back burner and eventually to be forgotten. It is a shame how quickly Americans become unresponsive to these countries' needs. I would like to stress that these disasters should be highly publicized to notify us of the extent of the damage. However, I hope that U.S. aid does not stop when news of the relief efforts becomes tiresome.

ETHAN NASR

Dear Editor:

Regarding the letter defending military recruiters printed last issue, I appreciate Mr. Sullivan's letter because it has been a while since a self-proclaimed conservative had his/her argument published in a school newspaper in a town with a liberal majority.

The letter questions the accusations made by the CYP on the recruiters on the basis of sexual discrimination, harassment, and misinformation, commenting that the accusations themselves are misdirected and exaggerated. It also criticized Cambridge of being too wrapped up in the idea of speaking out and radical reforms that the heart of the issues are neglected. Indeed, it was quite refreshing.

Mr. Sullivan's intention was not simply to express his side of the case of the agenda. His real reason behind his letter was the desire for "liberal bashing". As an accomplished political debater, he deliberately used the recruitment issue as a vehicle for his own purposes. The entire two thirds of his letter has got nothing to do with its topic. Unfortunately for him, his accusations are as unjust as the ones made by the "peaceniks".

Like many conservatives, Mr. Sullivan believes that the people of Cambridge are hypocritical conformists. Sure, we can be a little fanatical when it comes to issues, but this is only because we're surrounded by well-known college campuses. He also believes that Pilot is the gestapo of all of the anti-American operations. Get real. Pilot is as politically involved as Rindge Tech. It is true that Pilot isn't what it used to be, no matter how much they try.

I do not declare myself as either a conservative or a liberal. I am concerned with the stereotypical viewpoint one is tempted to give in to. The balance is at stake when someone tries to bring down others. Like the Yin and Yang, conservatives and liberals

cannot succeed without each other. These two extremes of political views perpetuate the conditioning of society. While most of the time the debating of issues is healthy, there is a tendency for a few individuals to stoop to the lowest in order to achieve their goals.

The military recruiting presence issue is quite a serious one, but it's not enough to condemn anyone of being stupid. He said that "something is rotten in Cambridge," that he has "tolerated the political views of Pilot for three years" and "stood by and watched the city roll over like a puppy and I have finally had enough." Talk about exaggerations.

Lighten up. Not everyone in Pilot wears beads and plants mushrooms in their backyard.

JASON HUANG



The opinions expressed on these pages are those of the writers and not necessarily those of the staff of the newspaper or the administration of the school.

Violence in our Time

Alexis Papali '91

What image comes to your mind when you hear the word, 'violence'? A wife being battered by a drunken husband? A homeless Vietnam veteran being tortured in an alleyway by delinquent youths looking for fun? Or a large scale of pain in men and women being blown to shreds as they try to capture a military objective in war?

None of these pictures stirs pleasant emotions in the minds of most people because most agree that violence should be a last resort in a conflict. But what happens when the conflict is not between the delinquent and his/her environment? Who is to blame? and who is the real victim?

In order to avoid this dilemma which reoccurs constantly in our society, a solution must be implemented as early as possible and on a massive scale. When children are steeped in a doctrine of peaceful justice and nonviolent change from the very beginning of their education, they cease to tend to become public charges as adults. A child properly educated in the systems of civilized action not only is less violent him/herself, but pursues the goals of true justice more efficiently because of a more intense desire to correct a travesty. But in order to achieve this level of success, special efforts must be made by educators to instill in the consciences of our young a solid base of moral and ethical standards, either by the implementation of special programs at the first grade level dealing with issues such as stealing and personal respect or by day-to-day class involvement in discussion led by teachers on similar value-oriented topics. This process, intensifying over the next several years, coupled with a stronger parental role-model process, almost guarantees the desired result, which is a safer, more considerate local environment, and in the long run, a practically violence-free world.

True, it sounds too good to be true, but if we decide to take the first step by cooperating, we can spur the enlightenment of those around us. Many have already started the process of change to a better society. For example, SAVE and Cambridge Youth for Peace here at C.R.L.S. But we need complete support in order to be able to effect any real difference. We are the leaders of tomorrow and we must take the initiative now.

So please, for the sake of all the victims of our world, join the ranks of the fighters for peace.

OP ED PAGE

Submit all materials for future publication to A211.

Should We Challenge Testing?

Jonathan Bayle '92

Why should students endure a three hour exam on a life knowledge of math and English?

Well, colleges seem to feel that these tests give them a clear understanding of where a student stands academically. But to most students the test represents what may or may not get them into the college of their choice.

However, in the past years, colleges have been disregarding them more and more. Colleges look at other aspects such as grades and extra curricular activities. But to students, it still

represents the dreaded Saturday morning exam.

Why do students fear it? Well, for starters, a student may have had rotten math teachers all his/her life. English may not be the students' favorite subject. It may not be the students' first language.

These are just simple problems considering that SAT prep classes are available to all juniors and seniors. Some colleges even offer \$100 courses.

Yet that may still not be enough - the reason being that a student may not be a

good test-taker. The student may have been sick or not gotten a good night's sleep the night before. But worst of all, something a college can't really understand, is that a student may come from a less privileged socio-economic background and may not have had the money to afford SAT prep classes.

As one can see, scoring well on the SAT's depends on a lot of things. Even though they are counting less and less, they are still important. So, should we question the testing system or just follow blindly?

Globe Art Show Was Brutal

As always, CRLS entered many art works in the annual Globe Scholastic Art Contest and, as always, lots of the entries won awards, not to mention national winners and scholarship money. But at what cost really? Sure colleges like to see that type of thing on one's applications, but what do they really know about the Globe show?

This year was the worst I've seen. Many new rules and regulations ended up excluding many wonderful pieces of art. Tons of paper work, like labeling every single to assure its ownership was fine, of course, but the transcript and recommendation was totally unnecessary. The sealed envelopes they went off in came back sealed as well! Why make students go through such trouble to get them then? A good deal of two dimensional works were returned in poor condition. The mats were slightly abused and had a few nice dirty hand prints on them as well. The three dimensional ceramic work had a rough time too. So many pieces were broken due to careless handling.

Amidst all this chaos came terribly inconsistent judging. There were tons of pieces that got only Judge's distinction or Honorable mention that honestly deserved much better recognition.

I suggested to the Art Department that they skip the Globe show next year and enter only those things that are insisted upon by the students. CRLS should have its own contest and awards, if people are that interested in competing next year. The art work done by all of the students here, and even at other schools, is much too precious to be treated so brutally!

AMY RIVERA

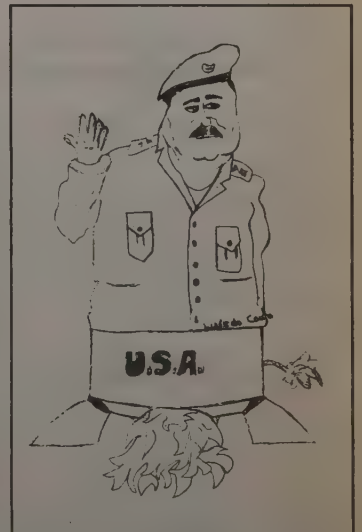
Why All Students Should Take Black History

Christina Miller

I think all students should take Black History to learn about another culture other than their own. Ever since the beginning of time, all that was heard of was the white people, how whites did this, how they discovered that. Some things were not really invented by whites, but they got the credit.

If whites were to read about and study black history, I think it would give them a different outlook on life and themselves. It would give them a new respect towards blacks. Not saying it would change the minds of every white person, but it may change a few and that few could make a difference. I think that is where the problem lies. People just don't care. They didn't see the need in learning about other cultures, not just black, but all kinds.

If one was to go around this school and ask every white student who the most prominent black figure is (to them), I bet the two most popular answers would be Dr. Martin Luther King and Malcom X. That's good, but they were not the only black people that made a difference.



New Earth Spirit Is Needed

Brook Dooley '91

While it is clear that there is a growing concern for our environment, the present day attitude toward solving the Earth's problems is insufficient. While recycling, planting trees, and going to Earth Day concerts is a start, a much larger change is needed that may require huge changes in the way we live. Preventing an environmental crisis requires a radical restructuring of our attitudes toward nature, and a shift away from the consumption mind set that has dominated Western thought for centuries.

The multiple threats of global warming, ozone depletion, deforestation, desertification, resource depletion and overpopulation cannot be solved with slogans, television ads telling us to

recycle or Earth Days. The environmental crisis facing us has been brought on by the belief that Man comes before the rest of nature and that nature is to be used for Mankind. For example, global warming is the result of continuous burning of fossil fuels to produce electricity. Deforestation is a result of our desire to have wood products and beer products. Overpopulation is a result of our failure to recognize the Earth's limits. The consumption mind set has brought us to the brink of destruction and the

environmental movement of today will not save us. Because it does not address the fundamental causes of the environmental degradation facing us, the environmental movement of today will do little beyond delaying the crisis.

The solution to these multiple problems lies in moving beyond today's anthropocentric paradigm to a biocentric paradigm. Biocentrism will allow us to see ourselves not as the dominant figure in nature but as a part of it. We will see nature not as our storeroom from which we draw anything

we need, but as an integral part of our existence that is not to be abused. We will see intrinsic value in all life forms, from trees to insects. We will realize that we are merely one part of an entire biosphere and that we must accommodate all other members of that biosphere. It is this new consciousness that will end the era of consumption and usher in a new era of coexistence.

People will argue that there is no way society will accept this change, that big business and elites will prevent it and that the transition will take too long. These arguments, however, become secondary when we see that making the transition is the only way our continued existence will be guaranteed.

AIDS Peer Leaders Aim To Educate C.R.L.S. Students

By Kirsten Andelman

AIDS Peer Leaders. You've heard the name. You've seen the signs around school. You've seen the members wearing the buttons, but who are they? What are they?

In a pursuit to answer these questions, we consulted Sarah Blout, an active AIDS Peer Leader since the Fall of 1988 when the group was first started by Mr. Bill Timmins.

"The AIDS Peer leader Program," says Blout, "is a program in which students can educate their peers about the AIDS virus."

All of the members were required to attend a 24 hour training program that taught them all the facts about AIDS, as well as the dynamics of conducting a workshop.

The group's goal of educating teens about AIDS is most commonly carried out in the form of workshops. As an example, in the past few years, Peer Leaders have visited Freshman Health classes, Junior-Senior History classes and some 7th and 8th grade classes at Cambridge elementary schools. She believes that these informative workshops have been very effective for all the students that have been reached.

Another example of AIDS peer leaders in action came in the Spring of 1989 when a group of them, including Blout, decided to do a little more than just educate. They took an extra step and began passing out condoms, instructions on their use, and AIDS information to

CRLS students. Soon enough, school administration found out about the activity and the AIDS Peer Leaders, along with other students who were advocating condom availability in the Teen Health Center (THC), had to attend a hearing with the School Committee. It resulted in a Committee vote in favor of the students and the furthering of condom distribution and AIDS information via the T.H.C.

In a country where over 90,000 people have been killed by the AIDS virus, and in a school where approximately 51% of the students are sexually active, it seems that protective measures like these are more than necessary. Sarah Blout, speaking as a peer educator, takes quick advantage of the student circulation of the Register Forum in sending message to all: "Protect yourself. If you're gonna have sex, use a condom. If you're gonna shoot drugs, use clean needles!"

Did you know that
The Cambridge Rindge and Latin School
is a descendant of the
"Latin Schoole", founded in colonial times,
the Cambridge High School,
established in 1838,
the Cambridge English High School,
the Cambridge Latin School,
the Cambridge (& Rindge) Manual Training School,
the Cambridge High and Latin School,
and the Rindge Technical School.

Biotech Class Offers Varied Programs



Dr. Rod Reidell, visiting scientist from genetics Institute, Cambridge, lectures on cancer research to CRLS students. (Photo by Elna Karl)

By Toi Neely

Biotechnology is a new science class that C.R.L.S. put together this year. Ms. Mary Splaine is the teacher of the course. The class has done many things throughout the year. They visited laboratories at M.I.T., the U.S. Army's Natick Labs, Northeastern University, Belmont High School where a successful DNA splicing experiment was conducted, and Mass. General Hospital.

There was also a visiting scientist lecture series held here with many people attending. They included: Dr. Edward LaSalle from the Mass. College of Pharmacy, Dr. Rod Reidell from Genetics Institute, Cambridge, Dr. Elizabeth Wenske from DuPont, Kevin Kelly (brother of math teacher, Robert Kelly) from Tufts University, Dr. Paul McLean from Biotechnics, Cambridge, and Dr. Gary Ruvkins from Mass. General Hospital.

Ms. Splaine also participated in many events. She spoke at the State House about biotechnology and also at Middlesex Community College.

Three of this year's Biotech students are being considered for summer lab jobs both at Boston University Medical Center and Northeastern University.

For Your Computer

Party Line Is Fun, Can Be Free

By Ben Schlaver

You see the 900 numbers all over the place. Kids, teens, and/or "horny" individuals are talking on the phone together. These people are usually paying a tremendous amount to talk to many different strangers at one time. They are talking on party lines. They utilize the technology that the large corporation down the street uses to have conference calls between New York and L.A., London and Boston. The concept is wonderful. These party lines can be addicting and what better thing to do when you are bored. The only problem is... \$\$\$.

Now (well actually for years) you can have the enjoyment of talking to 57 strangers for absolutely free! All you need is two things. If you have them, it will be free, but if you don't, consider paying \$100-\$2000 for them. The two needs are a computer and a modem. We all know what a computer is, but a modem is something different. With a modem (modulator/demodulator) your computer can call and transfer information to another computer. The information can be anything from your English paper to simply what you type into the keyboard.

That's where the Argus Computer Exchange comes in. You have your modem call (617) 674-2345, and they will do the rest. ARGUS has 57 telephone lines, all of which can be called at once - meaning up to 57 people can be chatting to each other at one time. Through the use of action words (hug, wave, highfive, punch, nuke, laugh, grin, etc...) simple human reactions can be conveyed

easily.

Simply put, ARGUS IS FUN. Whether you're deep into conversation, monitoring sports scores, or just watching people's messages flip across the screen, one gets addicted very quickly. Unfortunately for the rest of the household, a modem will tie up the phone lines. But, for most teenagers, that is a common occurrence already.

Through the use of Electronic Mail (E-Mail), you can leave mail or messages for anyone who calls. There are also many free programs available for the taking! ARGUS also has about 36 Special Interest Groups (SIG's). They are message forums, where you leave E-Mail for people. The catch is that everyone in the SIG shares an interest. Everything from Photography to Bicycling.

Only one main thing to know about ARGUS... :) = smiley face! (tilt your head to the left.)

Teacher Workshop Discusses Portfolio Assessment Method

By Brook Dooley

Accompanying the recent debate about how to improve education in the United States has been a smaller debate about the validity of standardized and proficiency tests. Speaking to C.R.L.S. teachers recently, was Jay Simmons, a consultant to the Cambridge School Department, who believes he may have an alternative to proficiency exams.

Simmons, a teacher at Durham, NH and Doctoral Candidate at the University of New Hampshire, advocates what he calls Portfolio Assessment. Created in response to the growing dissatisfaction with tests, Portfolio Assessment offers a radical departure from standard evaluation products. The Portfolio Assessment method would collect work that a student had done over the course of the year in a particular class, and put it all in a portfolio. This work would then be evaluated in order to determine the grade, perhaps, that the student should receive. Work that would be collected would include assignments such as research papers, essays and in-class projects. The idea would be to collect work that best represented the work done in class.

Mr. Simmons sees many problems with the proficiency tests now used to determine how well students perform. He says that they do not accurately represent what was taught, that they discriminate against some students and that they do not encourage change in the way classes are taught. With the most personalized portfolio system, Mr. Simmons sees a solution to these problems.

Will the portfolio method come to CRLS? While it is being used increasingly in the grammar schools, it has seen limited action here at the high school. The coming debates about how to solve the U.S.'s educational woes will bring new recognition to alternatives such as the Portfolio Assessment method.

THE C.R.L.S. MUSIC DEPARTMENT PRESENTS

The Annual Spring Concert

including

Orchestra, Band, Choral Groups and Ensembles

James F. Fitzgerald Theatre, Cambridge Rindge & Latin School

Thursday, May 16, 1991, 7:30 p.m.

Admission \$3.00

Mr. James A. Jones Is An Inspiration To Kids As He Accomplishes His Job In War Memorial

By John Youte

In 1986 the Falcons won the State Basketball Championship. The Celtics won the NBA and the Bruins played for the Stanley Cup. The Red Sox made it to the World Series and Cambridge R&L's first draft choice was James A. Jones, otherwise known as "Jonesy".

During this year I have worked with Jonesy. I have discovered how great a person he is. Born and still living in Boston, Jonesy works as a custodian in the War Memorial. For three years he used to work in House C. He is not just a custodian; he is an all-around person.

Jonesy is a very friendly person who knows a lot about the different cultures around the world. He can relate to things that people are experiencing in a corrupted society. When one looks at him, you might think he's an old person, but all the gray hair is from life experience during different stages of his life. Jonesy is a very positive part of many



Being a custodian is not just a job, it's an adventure; it gives a sense of cleanness and responsibility.

Being a custodian is not every teenager's dream but the job gives you more than you give the job. It's an honest living.

Being a custodian gives me a sense of independence to work hard for what I want. After a day of work I feel like I have accomplished something extraordinary. J.Y.M.

students' lives. He is a person who makes people smile when they are feeling down. Jonesy would be a great adviser to young people. He has seen many students enter C.R.L.S. and graduate four years later. Ask any student who knows him and they will tell you of his greatness. As Jean Kelly said, "Jonesy is not a custodian, he's a school beautificationer."

I'd say he is one of the best people that Cambridge R&L has ever hired. James A. Jones is a man of discipline and integrity. He is an inspiration to us all.



N.H.S. Inducts 58

The Derry-Wood Chapter of the National Honor Society recently inducted 58 new members because of their qualities of Scholarship, Character, Leadership and Service.

They are as follows:

SENIORS - Academy - Meng-Chen Chang, Frank Hegyesi, Francois Mathieu, Ka-Man Ng, Alini Pokharel, Angela Postell, Yan Wang.
Fundamental - Heather Sherlock. **House A** - Faye Holder, Amy Johnson, Delroy Powell, Benjamin Schlaver. **Leadership** - Ayoka Drake, Lesia Ruglass. **Pilot** - Nicholas Gordon, Yuing Mo, Daniel Thompson, Jessica Trimble.

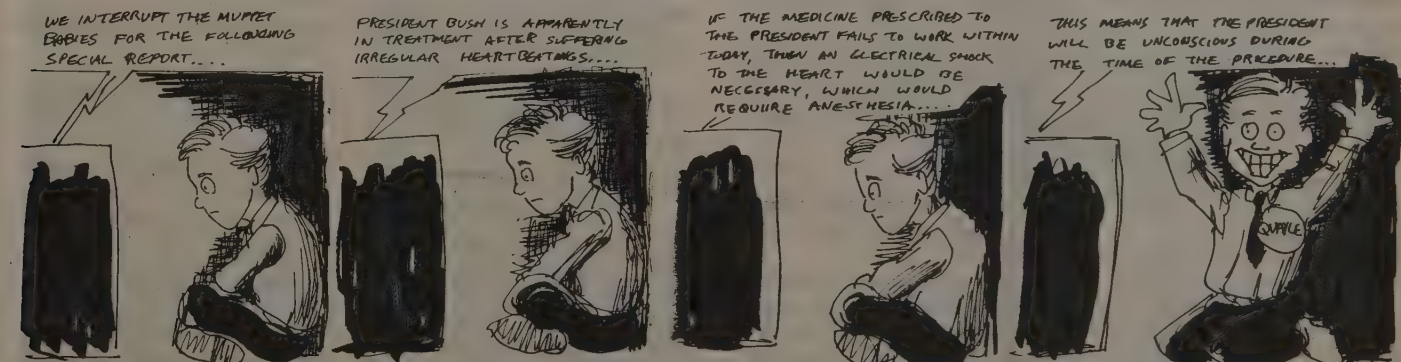
JUNIORS - Academy - Olinda Carneiro, Robert Colburn, Brook Dooley, Jennifer Lecompte, Modeline Morose, Kevin Scully. **Fundamental** - Luisette Delva, Sarah Drewicz, Kerry Fitzgerald, Pedro Fonseca, Politsa Giannopoulos, Cynthia Hobbs, Chester Krupkowski, Jr., Olinda Marshall, Mayra Morales, Gita Patel. **House A** - Anara Frank, Maura Kennedy, Rebecca Kornfield, Jessie Levoy, Sung Ji Nam, Ethan Nasr, Hani Sallum, Rosannah Savage, Jessie Stickgold-Sarah, Diane Yan, Leila Zimbel. **Leadership** - Lad Dell, Jessica Ferraro, Benjamin Robinson, Francisco Viera. **Pilot School** - Anastasia Curwood, Maria Fabrikarakis, Rebekah Haas, Patrice Lissade, Gaetano Pucci, Jason Pugatch, Maymei Szeto, Rachel Weinstein, Rose White, Solh Zende.

JBSG Students Excel At Career Conference

The following students were award winners at Jobs for Bay State Graduates' 11th annual Career Development Conference:

SENIORS - Glenda Vargas, 1st place Public Speaking and 2nd place Telephone Techniques; Frantz Brizard, 3rd place Personal Survival (Math in the World of Work); Gustavo Lugo, Top 10 Program Cover Design; Brenda Nazaire, Top 10 Communications & Employment Interview; Kevin Deloatch, C.R.L.S.' representative on State leadership Team and Top 10 Public Speaking; Tiffany MacLeod, JBSG's Outstanding Chapter Member of the Year.

FRESHMAN CAREER AWARENESS PROGRAM - Helio Almeida, 3rd place Personal Survival and Top 10 Problem Solving; Belinda Augustin, 2nd place Decision Making; Shara Daniel and Amory Booker, Poster Contest winners; Santana Chicon, Outstanding Chapter Member and Top 10 Career Vocabulary.
Congratulations to all students who participated at the Conference. All did an outstanding job representing Cambridge.



Attention Seniors!!!!!!

NO!! The Yearbooks are NOT in, they will arrive in June.

Now you can have a chance to purchase a Yearbook at an early date. By paying in full for one now, you can avoid the confusion of long lines and waiting. Get the yearbook *fast and easy!!* All you have to do is get your pre-paid receipt now!

This express line for the yearbook is only available to those who have given us the \$20 deposit, or been active in the sponsorship campaign.

If you purchase a Yearbook from Now until May 17th, it will cost:

\$25 with deposit

To get your express ticket, come:

**Between 8:00 am and 8:30 am and
Between 2:00 pm and 3:00 pm
Monday thru Friday to A310, the Art Office.**

There you will see Kathy Mahoney. If you participated in the sponsorship campaign, your discount has been recorded. Thank you, and hurry up to reserve your copy **NOW!!!**

The Yearbook Staff

Dr. Ruben Cabral Is Gone; Academy To Have Two Deans



By Ben Schlaver

After 13 years at Cambridge R&L, Dr. Ruben Cabral is off to Portugal to start an international private school. The new venture will be "the first of many" - this one located in Oporto, Portugal. It will consist of grades K-12 and will be based in the English language.

Back here at C.R.L.S., Dr. Cabral's position as House Administrator of the Academy will be abolished, if approved by the School Committee. Instead, there will be a two person leadership team which will consist of two teachers who will be paid a stipend and work 192 days. They will be chosen by the Academy's faculty and remain in the positions for three years. One will be called the Dean of Administration and the other will be the Dean of Studies (Curriculum). Together they will act as the administrators of the program.

Dr. Cabral is pleased with what has become of the Academy, formerly known as House D, but feels that this is the third stage in its conversion. First was the planning of the Academy, then putting the curriculum into action, and now reorganizing its administration. He doesn't mind leaving, because it allows teachers and staff in the Academy to be their own bosses.

Dr. Cabral wishes everyone good luck and great success.

Essay Winner Writes: Cultural Values and Chemistry

By Luisette Delva

The modern day definition of a culture as we have come to know it, is simply the ideas, customs, skills, and or arts of a given people throughout a specific era. Values change from a developed way of life with varying structural rules and guidelines. Chemistry is life. It intertwines with every aspect of life, being a constituent of all the sciences. Chemistry enables scientists to search for their origins. Through specialized mechanisms such as fossil and carbon dating, we can actually study different civilizations. With their unique drawings, distinct utensils, and ways of living we in turn learn of varied values, and hence build on our own. Throughout the essay, Chemistry and cultural values will be viewed as inseparable properties of life. An evolutionary view at the two aspects will signify their importance of working "hand in hand", and moreover leaving impressionable impacts in all of our lives.

Medicine is one aspect of the cultural values that has played an important role throughout history. As a continuity towards chemistry, it is the nature of it that is attributed with the health and welfare of inhabitants for centuries. As early as time began, man has been "dumbstruck" with the nature of his environment, lifestyle, and people. Things such as water, fire, and food had enigmatic and chemical qualities. Before some of the obscure traits of the earliest findings are discussed, let us consider the psychology of man at that time. This is "key" in noting how cultural values evolved. There was a fine line between the concept of "good" and "evil". The ideology of "trial and error" was the sole source of learning. Innate behavior was also a prime factor in learning for many species. "Territorial dominance" can be explained through this. For example, when animals fight for things, visualize pain and suffering of another member or see great phenomena happening with nature, a cultural pattern grows from this. In accordance with man becoming knowledgeable about the primary elements being found, he/she had to justify the elements' own existence, but also their own.

Trial and Error

Throughout trial/error, visualizing pain, and the basic learning experience, fear developed when there seemed to be no other explanation for "bad things". Even good as well as bad happenings were associated with rewards or punishments from the gods. Although the earliest reasons for specified worship are still mysteries, occurrences such as these proved to be associated with spirits. For example, water was visualized in spirit form, because of its mysterious works in nature. Growth of plants, washing away evil in disease, its coming from the sky and wells illustrate this. From biblical times, when water was known as the first element, to medieval times, when mid wives would chant songs praising water when at child birth, today water still is revered for its great works.

Fire and food are highly considered in the same manner. Known to man about 400,000 years ago, fire's origin was also a mystery. Rubbing splints together or seeing lightning strike a tree was again

By Matt Lambert

Luisette Delva became Cambridge R&L's lone winner in the Suffolk University "Chemistry and Cultural Values" essay contest held in April. Delva entered the 1000-2000 word essay contest as part of an assignment from Mrs. Maureen Murphy's Chemistry class.

"I enjoyed writing it because it broadened my horizons about life, especially where it evolves and can take a divergent path," Delva remarked, adding, "for what is chemistry but life itself."

The Fundamental student will receive a small cash award for her outstanding work in this contest which saw 218 entries from Boston area high schools.

Hygeia... was a basic code that meant "man could remain healthy if he lived wisely within the golden rule and according to the laws of reason."

associated with the gods or magic. Nourishment is another key of life. Watching its wonders, people would praise and chant its wonders of replenishing. With trial and error people learned the negative effects of what was presented to them on earth. In addition, this aided in reshaping their cultural values. For example, fires that burned, food that poisoned, waters that drowned, yet led to another dilemma, finding the cause of these problems.

Primitive forms of medical care dealt with relieving pain or punishment from gods or whatever revered sources man viewed at the time. This early form of medical technology revolved around a central figure. In all categories of species, scientific studies analyze the role of leader portrayed by one member in a specific group. This probably evolved when again stress and/or pain was seen when someone was ailing. Innate behavior has given animals the natural sense to want to aid those of their species in need of help, especially their close ones. A simple analogy would be a mother bird aiding her young, hence humans helping their own. As medicine grew, the role as leader becomes very important. This leader must be someone who is highly trusted for advice and need.

"Medicine man/woman", "noble one", "the person with the cure" are ancient terms for what is now called doctor or one caring for the sick. These are people in whom we place our trust. The person's primary role was to find the cause of the illness, more so than the nature. For example, finding the person or things which poisoned the ill, but not what the poison did to the diseased would be the primary goal. Comforting the person, driving out the evil with herbal remedies, and most importantly convincing the ill that evil had been driven out, was the key to a good reputation. In essence, the medicine man went through a trial and error process also. For example, the way the medicine man derived trust from the people was if he was successful with his treatments.

Here are more examples of evolutionary change with cultural values. Primitive medicine (chemistry) was noted to be first practiced by the Cro-Magnon people. It was approximately two hundred thousand years ago, when they illustrated, again, the idea of not abandoning their sick, and assigning a particular person the task of analyzing a given ailment. Among the many fascinating things of this tribe, they placed themselves above innate behavior. Thinking with more logic was becoming a prime source of

reasoning as time changed. Grant it innate behavior has some degree of thinking, but note that there is instinctive nature also within that. Their medicine man utilized similar methods of treatment, beliefs, and characteristics as mentioned before. Early means of surgery were introduced by this civilization. They included amputations, incisions, and extractions. Usually these types of procedures were again related with myths, evil, and punishment from gods. As time progressed diverse beliefs on medicine, environment, and other issues arose; thus altering values.

Shammanism

Prior to the Cro-Magnon existence, a dogma of Shammanism was one of the innumerable theories that arose. Shammanism is a religious phenomenon centered on a shaman

"The medicine man went through a trial and error process also. For example, the way the medicine man derived trust from the people was if he was successful with his treatments."

(medicine man) who believed to have the power to heal the sick, and communicate with the world beyond. Usually the revered are priests that use magic to foretell the future, control events, and cure the sick. Civilizations that used this belief were from places like Asia. Other like Egypt, Greece, and China had significant "shamans" of their own - "Imhotep", "Asclepius", and "Shenning" respectively. As an example, Asclepius under control of priesthood, practiced healing based on dreams. He had temples filled with beautiful religious aura. Moreover, he had knowledge of herbal drugs and surgical skills. During this time an age of "reason" was developing. People were discerning between different degrees of medical care. A concept known as Hygeia was the manifestation of Athena who was concerned with the treatment aspect vs the cause of medicine. It was a basic code that meant "man could remain healthy if he lived wisely within the golden rule and according to the laws of reason. The title in itself suggests some qualities of basic hygiene. In other words, man did not necessarily need ever changing medicine/chemistry for his welfare, only his own practical use. This concept was debated by another called Panacea. This dealt with the knowledge of drugs and the belief that ailments can be cured by skillful use of

kinds of substances. An example of culture utilizing both diverse theories dates back to the Judeo-Christian tradition. Even today we still have a Panacea and a Hygeia as cultural values and questions in our lives. What enables one to choose between any thing in our lives? With the examples above, one must analyze why and how civilizations have made their cultural values what they are. This in itself is a perplexity - Faith.

Faith is an acquired characteristic, that also develops with cultural values. It is one of the ideals that affects trial-error. In the folk era where anything was successful, and the majority of the population accepted it, faith would be increased. When people of those times were to pray to whatever god or figure they believed in, and their trial was successful, faith again would increase. In the same manner, we look at the "vice-versa" situation with faith decreasing due to adverse happenings. Faith is also an individually based concept. Factors which influence it are upbringing, thought process, willingness to accept, hence cultural values. With modern day technology having great achievement, the willingness to accept factor becomes more significant. From microwaves, curable diseases, to artificial body implants, and much more, as examples of matter/chemistry that have become socially acceptable, they illustrate faith being enhanced.

Cultural values and chemistry reach a state of being "separate" when people try to not "mingle" the two. As technology has expanded, many people have varying opinions on its contribution. For example the euthanasia question, different cults, sects or various organizations, assorted religions, races, and creeds are all patterns of how values are associated with distinct ways of living. Cultural values can be destroyed by chemistry, when people let them interfere. In the home front where "family" means unity, for some technology has destroyed that with recreational activities and much more. Again it is an individual based ideal. For others it makes their family grow. For issues that arise over the pollution in the environment, many will argue that technology has done all this. In the same manner, it has brought many advantages.

In conclusion, cultural values have impacted our lives in many ways. In accordance with chemistry, they both represent life. On an individual basis these values do differ respectively. It is up to humanity to build better things with these two aspects of life. Like new methods of acupuncture, building techniques, and much more, we must shun away from our individual ideas, and not be afraid to share them. With this we can continue to create better things, recognize and fix our mistakes, but most of all preserve our precious world, for we represent chemistry and cultural values. *

UPCOMING FEATURES

Drop by A211 or speak with any editor about contributing to the next issue of the REGISTER FORUM

STUDENT SPOTLIGHT

DAVE SWINTON

Fundamental 11th Grade
 FAVORITE SUBJECT: Spanish
 FAVORITE MUSIC: Rap, Pop, & reggae
 FAVORITE FOOD: Italian
 FAVORITE TV SHOW: Fresh Prince of Bell Air
 FAVORITE MOVIE: Out of Justice
 EXTRA CURRICULAR ACTIVITIES: Wide receiver (GBL All Star) and Football Safety. I also play varsity basketball.
 THOUGHTS ON THE FUTURE: I hope to get a scholarship for football or basketball and go to college. I will probably major in Business Management. My goal is to make as much money as possible (legally).
 PEARLS OF WISDOM: Knowledge is power. Always be yourself, because if you try to be someone you're not, you will be a false person. There is already too many fake people in our school.



MARIE F. CHARLES

Academy 9th Grade
 FAVORITE SUBJECT: English
 FAVORITE MUSIC: Rap
 FAVORITE FOOD: Chinese
 FAVORITE TV SHOW: Cosby, A Different World
 FAVORITE MOVIE: Ghost, You Will Believe
 EXTRA CURRICULAR ACTIVITY: Chorus
 THOUGHTS ON THE FUTURE: I want to finish school, go to college, and be a great doctor.
 PEARLS OF WISDOM: Don't be a drop out. Stay away from cocaine. Be positive about yourself.



ADRIENNE HARRIS
 Academy 10th Grade
 FAVORITE SUBJECT: Biology
 FAVORITE MUSIC: Rap, R&B, reggae
 FAVORITE FOOD: Steak and cheese subs, Chinese
 FAVORITE TV SHOW: A Different World
 FAVORITE MOVIE: New Jack City
 EXTRA CURRICULAR ACTIVITIES: Chorus, dance
 THOUGHTS FOR THE FUTURE: Pursue a career in cosmology; study music
 PEARLS OF WISDOM: Stay in school. Say no to drugs and think positive.



LACRESHA DUNCAN
 Fundamental 12th Grade
 FAVORITE SUBJECT: French & History
 FAVORITE MUSIC: The year of Jubilee, from the motion picture Glory
 FAVORITE FOOD: Spinach Pie
 FAVORITE TV SHOW: 20/20
 FAVORITE MOVIE: Jean de Florette
 EXTRA CURRICULAR ACTIVITIES: Playing tennis, nature, photography, reading, going to plays.
 THOUGHTS ON THE FUTURE: I plan to go to college next year to study a little science, a little of everything. Last, but not least, learn to play the piano better.
 PEARLS OF WISDOM: Don't think yourself a failure when you fall down. However, you become a failure when you don't get up and give it a go time and time again.

Honorable Lawrence Feloney



Gail Rock presents an Award of Appreciation to Judge Lawrence Feloney at recent Law Club activity. (Ben Schlaver photo)



Student Handles Wild Animals At Museum of Science

By James Kevin Morris

Recently I had the opportunity to write about a C.R.L.S. alumnus who worked hard after graduation and achieved one of her life's goals. But there's one student here in school who is working to make his dream come true. His name is Robert Barberian, a 14 year old freshman in the Rindge School of Technical Arts. His ambition is to become a biologist.

For two years this Morse School graduate has worked at the Museum of Science. He works with animals there twice a week. he's a volunteer so he doesn't get paid but he said, "It's not really hard work."

Robert's duties at the Museum include cleaning cages, taking care of the animals and helping to show the animals to the public.

He specializes in reptiles and amphibians, but there also porcupines, hedge hogs and foxes. When asked about his favorite animals, Robert answered with a sharp, "the boa",

referring to a 19 foot boa constrictor (snake).

Robert is the youngest one who works with animals at the Museum, located near Lechmere Station. He is working on getting a promotion to the position of Junior Curator. In that position "I would help my boss in getting things done," he explained.

Robert recently received a pin for working 500 hours. This writer wondered since he's a volunteer has he gotten anything else besides a pin. The answer was, "Yes, knowledge. It has shown me different animals and the differences in animals."

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RF SPORTS PAGE



Volleyballers Are Impressive

By Matt Lambert

The boys volleyball team has been demolishing its opponents, giving them an impressive 8-0 record at press time.

"We're planning on going to the State Tournament," are the words of Coach Linda Town. "We're just wondering on the opponent," she adds.

Early season prey included Somerville, Quincy, Xaverian, Lincoln-Sudbury, and Newton South among others. Coach Town believes that their toughest foe thus far has been Boston Latin. On April 29th the Cambridge eeked out a 1512/17-15 home victory.

What have been the ingredients for success? According to the coach, "a lot of experienced players with good height and jumping ability."

The team has a number of tough matches left including New Bedford (also undefeated), Brockton, and a return match with Boston Latin. Coach Town feels the team has had good fan support, partly due to a campaign of co-captains Fritz Rodene and Hardy Mondesir, and would like to see more.

Varsity members include: Dickerns Israel, Tony Schwartz, George Torres, Song Him, Deigo Sanches, Jude Jeune, Dan DuVerge, Paul Smith, Jason Huang, Marco Bonilla, Serge Methieu along with Co-captains Rodene and Mondesir.



Coach Linda Town goes over game plans with volleyball team members (above) after strenuous workout (below). (Jason Huang photos)

Chester is Undefeated Boys' Tennis Team Off To Tough Start

By Jonathan Bayle

With a 4 win and 5 loss start, the boys tennis team is looking to improve itself with hard work. The coach has repeatedly said the players lack leadership other than the 1st and 2nd singles. Unfortunately 2nd singles player Lad Dell recently tore a ligament in his left knee and will be unable to finish the season. To end on a good note, 1st singles player Caben Chester is doing well with a 9-0 record.

Sailing Team Windy Charles Challenges Skills

By So Limpa-Amara

Who ever said sailing was a leisurely sport? Our spring sport has been anything but. Sailing is not just getting in a boat and sailing; it's quite a bit of technique learning. For the newer members, they have had to learn the different terms and tactics for which way to sail a boat most efficiently, predicting where the wind is and even how to tie new types of knots. The older members have been perfecting their sailing skills.

We've had a few days of lighter wind, but there have been a few of those really gusty, windy days too. On those blustery ways, we've had to man the vessel carefully. Weight plays a very important roll in sailing, especially on more violent days. Anticipating where the wind is coming from is always key, not only for sailing as fast as possible, but also being caught unawares in a wind-shift can be fatal (i.e. flipping over into the water - not just into any water, into reeking, yucky Charles River water).

We sail at Community Boating on the Charles. Many other schools also practice and race there. We were supposed to be in our first race on May 3rd against St. John's prep, but after being on the water for 15 minutes, it was decided that it was too rough for a race. About eight boats had capsized (flipped over) that day, and we all headed in early.

This year, the Sailing team has quite a few advisors. This is due to all our coaches' busy schedules. We appreciate the time and effort each of them has made in this hectic season. This fun (and soaking) season wouldn't have been possible if it weren't for Steve Hall, Barbara Clemons, Bob Richards and Bob Ponte.

Members of the Sailing team '91 include: Sheela Kennedy, Maura Kennedy, Kevin Scully, T.J. Decker, Jeffrey Ziegler, Alea Eggers, Moses Blumenstiel, Traver Colom, Andrew Larson, Sam Walters, Roosa Zimlich, So Limpa-Amara, Beth Kershey, Susan Castillo, Gordon Beeferman and John Percoco.

Matt on Sports

Ted Williams Day Not Only Ticket

Things are heating up in the Boston sports world. On one night last week, the unyielding Bruins and the battered Celtics both fought playoff games while the red hot Rocket cooled down the White Sox in Comiskey 2. Trying to figure out which one to watch was a rare but excellent dilemma to have. As a sports town, Boston definitely has nothing to be ashamed of these days.

The Bruins appear to have a good shot at that elusive cup this year. Spectacular goal tending by Andy Moog has been the key for them, thus far in the playoffs. Ray Bourque, Cam Neely and Craig Janey have continued to provide the kind of play that shows why the B's have come this far.

The Patriots made a good decision in unloading the #1 choice in the NFL draft to the Dallas Cowboys for two lower picks. Rocket Ismail might have been worth more than what the Pats received, but Ismail fled to Canada, leaving Dallas with an expensive 1st pick in a mediocre draft.

The Red Sox pitching staff seems strong even with high priced starters Matt Young (slow start) and Danny Darwin (injured) unproven. The meagerly paid tandem of Dana Kieker and Tom Bolton, plus ace Roger Clemens, have filled the gap nicely. As a result, the Sox find themselves in a tight pennant race with their bats heating up. It's great to have Steve "Psycho" Lyons back on the hometown team.

Meanwhile, the Celtics are inching

their way through the playoffs with the aid of hobbling team leader, Larry Bird. Rookie Dee Drown is really playing like an established veteran; his play against Cleveland in the first round of the playoffs was inspiring heads-up basketball.

Mo Vaughn will be at Fenway by July.

Outdoor Track Team Hopes To Win (Traditionally) States

By Chuck Ames

The outdoor track season is again coming to an end here at CRLS and the boys' team looks as strong as ever. As many people know, outdoor track has become somewhat of a tradition in Cambridge. Actually, it's the winning that's become a tradition. For the last 5 years, Cambridge gas gone undefeated in dual meet competition and has won the State title 4 times.

In that time the school has seen the coming and going of Randy Barrows, Kenny Forde, Scott Cody, Jamahl Prince, Lance Campbell and many other such notables. It is also these alumni who have cheered the team on for the past couple of seasons.

Can Cambridge continue? This year's squad seems poised to make another run at the title. The team has extreme balance from top to bottom. In the shorter distances, CRLS features 300 yd. phenom Damon Jones. By placing 2nd in that event at the Indoor State meet, Jones seems ready to run after the title in the 400. The team can also count on Jesse Cody to run at a high calibre pace. Cody, who won the 1000 yd Indoor State title, will most likely run the mile. But the list doesn't stop there. The Falcons can expect good performances from Eurston Morgan, Karimu Rashad, Willis Koch, Colin Boyd, Jonah Backstrom and Eric Doiron. Cambridge will also attempt to beat champion Reading in the 4x400 relay. That team will most likely consist of Boyd, Cody, Jones and Mittel. Any team planning on giving Cambridge a run for the money will have to deal with a long tradition of winning. CRLS has the talent to be the best in the State once more; now all they must do is fulfill it.

BIKE TO WORK DAY May 20th

Sponsored by the Boston Area Bicycle Coalition

Congressman Joe Kennedy will lead a number of riders to Boston City Hall from Cambridge and Brighton. The ride is to demonstrate how the use of bicycles is a most healthy, convenient, and environmentally sound means of commuting to work or school.

Congressman Kennedy will be introducing legislation entitled, "The Bicycle and Pedestrian Transportation Improvement Act of 1991." This bill would require states to use 3% of Federal Highway Funds for bicycle and pedestrian transportation facilities.

For more information call Joe Riley at Congressman Kennedy's office (242-0200).

